DOCUMENT RESUME

ED 112 169 95 CE 004 997

TITLE	A Comprehensive Vocational Education Program for Career Development in Grades K-14: Appendix. Final Report.
INSTITUTION	Pinellas County District School Board, Clearwater, Fla.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	BR-V-261018L
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IDENTIFIERS	Florida (Pinellas County)

ABSTRACT

The document is a compilation of Pinellas County Comprehensive Career Education Project materials consisting of 13 appendixes covering the following topics: contracts (34 pages), an evaluation sheet (1 page), media reports on the project (11 pages), a school principal's questionnaire (2 pages), 26 product evaluation instruments (99 pages), product evaluation scoring keys (8 pages), copies of critical correspondence (41 pages), organization charts and job descriptions (12 pages), a list of steering committees members (4 pages), quarterly reports (39 pages), an explanation of the counselor/occupational specialist/teacher team (10 pages), a list of career activities (24 pages), an evaluation checklist, and the project's career education resolution (2 pages). (BP)

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APPENDIX
FINAL REPORT

Project No. V 261018L
Grant No. OEG-0-72-0735

A Comprehensive Vocational Education Program for Career Development in Grades K-14

Research and Development Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

School Board of Pinellas County, Florida

Rev. Arthur L. Albers, Chairman
Dr. Charles J. Crist, Vice-Chairman
Mr. Calvin A. Hunsinger
Mrs. Martha Rudy Wallace
Mr. Ron Fisher
Mrs. Jane S. Manson
Mr. Bryan C. Goode

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Mr. Jack B. Shumate
Executive Assistant Superintendent, VTAE

Mrs. Myrtle E. Hunt
Director, Career Education
850 - 34th Street South
St. Petersburg, Florida 33711

CE 004 997

2/3

June 30, 1973

FLOYD T. CHRISTIAN
Commissioner of Education
Department of Education
Tallahassee, Florida

JOE D. MILLS
Director
Division of Vocational, Technical and Adult Education

E. A. EMMELHAINZ
Assistant Director
Division of Vocational, Technical and Adult Education

KENNETH M. EADDY
Bureau Chief
Vocational Research and Evaluation
Division of Vocational, Technical and Adult Education

CAREER EDUCATION STAFF

Mrs. Myrtle E. Hunt, Director

Mrs. Dorothy Snidow, Supervisor
Evaluation and Curriculum

Mr. Donald Rosenberger, Supervisor
Elementary

Mr. Clarence Givens, Coordinator
Guidance Services

Mr. Thomas Noble, Coordinator
Placement Services

Mrs. Marie Charles, Vocational Consultant
Business Education

Mr. George Cary, Vocational Consultant
Trade & Technical

Mrs. Crystal Coester, Occupational Specialist

Mrs. Marie Camanse, Data Control Coordinator

Mrs. Ruth Dikman, Executive Secretary

Mrs. Bonnie Ahrens, Clerk

Mrs. Dorothy Bitterli, Clerk

EVALUATION CONSULTANTS

Internal Evaluator:	Dr. Tom Justiz
External Evaluator:	Dr. Allen B. Moore, Site Team Director Southern Association of Colleges and Schools

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APPENDIX A

CONTRACTS

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

FLOYD T. CHRISTIAN
COMMISSIONER

CARL W. PROEHL
DIRECTOR
DIVISION OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION

February 15, 1972

Mr. Nicholas G. Mangin, Superintendent
Pinellas County School Board
P.O. Box 4688
Clearwater, Florida 33518

Dear Superintendent Mangin:

The following projects have been recommended by Dr. Carl W. Proehl, Director, Division of Vocational, Technical, and Adult Education, for funding in the amounts indicated. Signed copies of the proposals are attached.

We trust that this financial assistance will help you in the development of your vocational and technical education programs.

	Project Number	School	Occupation or Program	Amount
973	CC2-001	County-Wide	Comprehensive Vocational Educational Program	$ 280,556.00

Sincerely,

Floyd T. Christian

Floyd T. Christian

Enclosure
cc: Mr. Joseph Anthony
Mr. Joe D. Mills

VTAD-5
(Rev. 1-70)

JAN 17 ..1C

To be submitted in duplicate to the Director of The Vocational, Technical and Adult Education Division

DEPARTMENT OF EDUCATION

Tallahassee, Florida 32304

Part C

Project No. CC 2-001
(State Office Use)

Special Grant Request

Fiscal Period – ~~July 1~~, Jan. 3, 1972 through June 30, June 30, 1973

Name of Educational Agency or Other Public Institution School Board of Pinellas County, Florida

Address of Educational Agency or Other Public Institution 1960 [illegible] Druid Road - P. O. Box 4688, Clearwater, Florida 3351

Name and position of supervisor immediately responsible for supervision of program

Mr. Joe D. Mills, Executive Assistant Superintendent

Title: Comprehensive Vocational Educational Program for Career Development in Grades K-14 f
Pinellas County School District

Provide the following information on this sheet and through the use of attachments according to directions on the reverse of this form:

I. Nature of Proposed Project (Attachment A)
II. Need for Proposed Project (Attachment B)
III. Procedure of Proposed Project (Attachment C)
IV. Personnel (Attachment D)
V. Cost Factors (Attachment H)

Amount of federal funds requested $ 280,557.00

Identify the type of Special Grant Request applied f by placing a check (√) in the appropriate box.

Administration & Supervision	
Evaluation	
Teacher Education	
Research	
Curriculum Development	
Exemplary Program	
Other (specify)	

(Public Institution Use Only)

It is understood that if this grant is approved the educational agency or other public institution agrees to abide by all regulations of th State Board for Vocational Education as described in the Florida State Plan for the Administration of Vocational Education.

Head of Institution

State Agency Executive Officer

(County Board Use Only)

County Superintendent

County Board Chairman

(State Office Use Only)

ACTION BY PROJECT COORDINATING COMMITTEE

(✓) Approved . ( ) Disapproved ( ) Further Information requested

Date 1-17-72 Reimbursement (Grant) not to exceed $ 280 556.00

Sam E. Gilchrist
Administrator, Projects and Grants

Authorized:

Carl W. Proehl
Director, Vocational, Technical and Adult Educati for Commissioner of Education and Executive Offic

TOTAL SALARY	$ 181,147.00
TOTAL TRAVEL	$ 20,500.10
TOTAL EQUIPMENT	$ 4,200.00
TOTAL SUPPLIES	$ 43,609.20
TOTAL OTHER	$ 31,100.70
GRAND TOTAL	$ 280,556.00

10
2

ATTACHMENT II

Project No. [illegible]
(State Office Use Only)

STATE DEPARTMENT OF EDUCATION
FLOYD T. CHRISTIAN, Commissioner
Division of Vocational, Technical, and Adult Education
Tallahassee, Florida 32304

January 1, 1972 - June 30, 1973

INFORMATION FOR REIMBURSEMENT OF SALARIES

1 Name of Person	2 Position	3 Min. Rank and Contract Status	4 Term of Service ~~XXXXXX~~	5 Max. Total Salary ~~XXXXX~~	6 Salary Reimbursement Request	7 State-County Retirement and Social Security	8 Total Cost of Service (6 + 7)	S C Us
ALL TO BE SELECTED								
	Guidance Specialist	II	15 mos	18,000	18,000	1,980	19,980	
	Elementary Spec.	II	18 mos.	23,250	23,250	2,558	25,808	
	Placement Specialist		15 mos	18,000	18,000	1,980	19,980	
	Director	II	18 mos	24,000	24,000	2,640	26,640	
	Secretary (Guidance)		15 mos	8,012	8,012	882	8,894	
	Secretary		18 mos	8,307	8,307	914	9,221	
	Elementary Teachers Committee						3,024	
	In-School Counselors Release Time (9/1/72 - 6/30/73)						5,100	
	Workshop Participants							
	Guidance						9,000	
	Elementary						25,000	
	Junior/Senior High School						28,000	
	Consultants						500	
	Occupational Specialists to be funded under supplemental project							
						Totals	$181,147	

Guidance Total - $42,974

VTAD-2C
ATTACHMENT H

Project No. ________
(State Office Use Only)

____
School
____
District
____
Occupational Program

DEPARTMENT OF EDUCATION

Floyd T. Christian, Commissioner
Division of Vocational, Technical, and Adult Education
Carl. W. Proehl, Director
Tallahassee, Florida

INFORMATION FOR REIMBURSEMENT OF PURCHASE OF EQUIPMENT AND SUPPLIE

1	2	3	4	5
Item No.	Quantity	Description of Item	Total Cost	Code E or S
		Equipment to be selected for each of four (4) components		4,200
		Guidance Supplies and Services (Loom, FAIS, Testing, Workshops, Schools, etc.)		30,092
		Workshop (Elementary and Secondary) materials and supplies		6,500
		Office supplies, duplication, reproduction, computer forms and cards, curricula materials		7,017
		OTHER		
		Services including project evaluation, testing, scoring, printing, communications		31,100
			TOTAL	$78,909

TAD-2B
TTACHMENT H

Project No. ____________
(State Office Use Only)

STATE DEPARTMENT OF EDUCATION

Floyd T. Christian, Commissioner
Division of Vocational, Technical, and Adult Education
Tallahassee, Florida

INFORMATION FOR REIMBURSEMENT OF ~~LOCAL~~ TRAVEL EXPENSES

1	2	3
Name of Person	Position	Amount Requested
	Project Staff	9,000
	Consultant to All Project Components	1,500
	Counselors and Staff (Guidance)	5,000
	Field Trips (Including Guidance)	5,000
	13	TOTAL $20,500

SC

1960 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518

W. G. Mangin
Superintendent

January 12, 1972

Dr. Carl Proehl, Director
Adult Vocational Division
State Department of Education
Knott Building
Tallahassee, Florida 32304

Dear Dr. Proehl:

Subject: Florida Research and Development Career Education Special Grant Request January 3, 1972 - June 30, 1973

This letter is in response to your request for plans to operate this Part "C" demonstration, testing and development program by the Pinellas County School System.

Plans have been developed in accordance with the USOE Policy Paper - AVTE-V72-1, dated September 9, 1971.

Vocational programs in Pinellas County cover a broad range of constantly expanding secondary, post-secondary and adult services including cooperative work experience, junior high school level occupational exploration and career awareness, high school and post-secondary level skill development and job entry training.

The recent assignment of the state placement follow-up phase to the State Management Information System, operated by the Pinellas County Vocational-Technical and Adult Education Division, will be correlated with this career development project.

This project is designed to bring together the components of operating VTAE programs; study and integrate effective elements of other programs and projects (academic and vocational) to build a composite articulated program of Career Education.

The following components will be the basic elements of this project:

1. An elementary program designed to increase student self awareness; develop favorable attitudes about the personal, social and economic significance of work; and to increase career awareness of students in terms of the broad range of options open to them in the world-of work.

2. Programs at the junior high school levels to improve career orientation and meaningful exploratory experiences.

3. Programs at grade levels 10-14 to improve job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities.

4. The continuation and expansion of a vocational counseling and guidance service to students at all grade levels.

5. A centralized system designed and initiated to assure placement of all students in a job, a post-secondary occupational program or baccalaureate program.

6. An inservice orientation program for teachers, administrators and supportive staff to acquaint them with goals, methods and techniques of the career development program.

7. An effective articulation plan (curricula, counseling, teaching and administration) for all levels.

The concepts of the components are outlined below:

1. Elementary School Component:

   The primary objective will be to study projects and approaches, current curricula needs, etc. to restructure techniques and materials for increased student career awareness. During the early months of 1972, an elementary specialist will be employed to make a search of literature and demonstration elementary school career education projects in Florida and other states to identify promising approaches, techniques and materials for increasing career awareness of elementary school students. A committee of outstanding teachers will be selected from each grade level, 1 through 6, and shall work with the teachers in exploring potential revisions of existing elementary curricula in order to re-focus it around the career development theme. The committee will operate on a part-time basis during the spring of 1972, and shall field-trial a variety of techniques and materials. During July and August of 1972, the committee shall work on a full-time basis to structure a complete elementary component. In August of 1972, the pre-school workshop for elementary teachers shall be devoted to inservice training in career education. Teachers shall be introduced to the overall program and the specific techniques and materials for each grade level. During 1972-73, the career education program shall be operated in selected elementary schools located in the district. Results of pre and post-tests shall be used as a basis for making judgements about the effectiveness of various treatments in terms of student outcomes and for making recommendations for program improvement.

2. Junior High School Component:

This component will focus on the possible expansion of the junior high school level cluster approach to career orientation and exploratory experiences leading to more meaningful senior high school student career choices and skill development training at the high school, post-secondary or baccalaureate.

Junior high schools will participate in this program to continue use of previously developed curricula to provide realistic career orientation and exploratory experiences to youth in Pinellas County. Expansion of in-depth exploration will hopefully provide students with a background for a more realistic choice of vocational courses in senior high school grades, or if a student leaves school some basic employability and job skills.

Project study will cover selected learning experiences, organizing for sequence, continuity and integration and evaluating the program as a basis for making judgements about the adequacy of stated objectives, effectiveness of experiences, and efficiency or organizational structure.

3. Secondary and Post-Secondary School Component:

The secondary and post-secondary institutions selected will participate in the project by continuing the highly realistic programs previously developed to prepare youth and adults for successful entry and advancement into occupations for which they have been trained. Cooperative work experience programs have long been an integral part of the curricula; however, it is hypothesized that courses and programs in these schools may become more meaningful if greater emphasis is placed upon methodology and techniques for increasing joint school and industry working arrangements. The component operation will use personnel from business and industry as resource persons. District school personnel will be assisted by University and Department of Education personnel to plan and conduct the program.

4. Guidance and Counseling Component:

Career emphasis at all levels of guidance and counseling by both counselors and teachers will be a primary objective of this component. Plans cover participation by students, parents and employers, as well as school staff members.

(The component will include career development theory and instructional techniques.) Inservice programs will emphasize the role of placement services for all students participating in the comprehensive career development model. Consultants from the Department of Education and Universities shall work cooperatively with local educators to plan and implement the inservice training program. The model program shall be designed to include:

1. Program goals of participating schools.
2. Concepts presently associated with evaluation and processes of change.
3. Guidance criteria in terms of students behavioral objectives.

5. Placement Component:

As an extension to the guidance and counseling component, a placement service will be coordinated. The staff shall work cooperatively with guidance counselors, cooperative education coordinators, Neighborhood Youth Corps directors, vocational teachers, work study coordinators and the employment security agency. Potential employers will be identified to place students who have completed training programs, dropped out of school and wish to work full-time, and are graduating. Records of part-time and full-time job opportunities will be established and maintained. In June of 1972, placement service personnel will make extensive efforts to assure that students leave the career development program and are placed in a job or in further educational programs. Assistance shall also be provided to high school students desiring summer employment. The business and industry community will participate in planning curricula, placement services and job opportunities.

Throughout the 1972-73 school year, placement service personnel shall continue to function and refine procedures on the basis of accumulated experience. They shall also provide curriculum committees in the school district with recommendations for improvement in the on-going educational program. As stated previously, this element will operate through correlation with the project proposal now under consideration by the State Department. Thus, funding will not be included in this project grant request.

6. Inservice Training Component:

This component with programs for teachers, counselors, administrators and supervisors is vital to the total operation of all the elements of this project.

During the summer of 1972 an inservice education program must be conducted for teachers, administrators and supportive personnel in participating schools for orienting them to the broad goals of a comprehensive vocational program for career development; and more specifically to the objectives, selection of learning experiences, organizational structure and evaluation processes necessary for successful participation in the program.

All components of the project will be designed to emphasize careful product and process measurements. Specialists from the Research Coordinating Unit (RCU) will work with personnel in each component of the project to develop assessment techniques and program revision.

Methods and procedures shall be accurately documented and maintained. Cost data shall be maintained in order to yield data to establish cost/effectiveness ratios as a basis for judging potential transportability of successful components.

The project shall be integrated into operating programs at various grade levels. For example, activities designed to increase self-awareness and career awareness of students shall be conducted as integral parts of ongoing studies in the language arts, mathematics, science, social studies and vocational programs.

The duration of this project shall be 18 months, beginning January 1, 1972 and terminating June 30, 1973.

In accordance with USOE guidelines, the project will include a third-party evaluation to assess the effectiveness of each project component, and the overall success of the total project.

The names and qualifications of principal district staff members who will implement the project are:

Project Director: (Will have total responsibility for planning, implementation and coordination of all components of the project)

Name:	Qualifications
To be selected	At least a Masters degree in vocational education, with three years effective teaching experience and several years work experience outside the field of education. Supervisory or Administrative experience will be useful and preference will be given to an applicant having such experience, other factors being equal.

Elementary Specialist: (To coordinate elementary school activities of the project full-time)

Name	Qualifications
To be selected	At least a Bachelors degree in elementary education with three years successful teaching experience will be required. Preference will be given to applicants who have work experience outside the field of education and/or a Masters degree in a closely related field. Exhibited work in programs to orient elementary students to the world-of-work is desirable for this position.

Project Specialist for Guidance: (To coordinate guidance activities of the project full-time)

Name	Qualifications
To be selected	At least a Masters degree in guidance with five years of successful guidance plus teaching experience at more than one school level is required. Supervisory and administrative experience will be useful. Work Experience outside the field of education is also required.

Occupational Specialist: (Para-professionals to work directly with the guidance specialist on a full-time basis)

Name	Qualifications
To be selected	College or university educational requirements are not as important in this job as successful work experience and the ability to communicate with students. Persons assigned to this position must furnish evidence of at least six years successful work experience and must exhibit the ability to communicate successfully with school students, especially potential dropouts.

The attached VTAD-2A, B and C, Attachment K forms list the requested budget items.

We will appreciate your prompt reply to this Grant Request in order to begin implementation as soon as possible.

Cordially yours,

Joe D. Mills

Joe D. Mills
Executive Assistant Superintendent

JDM/H/s

Enclosures (2)

H. G. MANGIN
SUPERINTENDENT

JOE D. MILLS, EXECUTIVE
ASSISTANT SUPERINTENDENT

RON FISHER,
CHAIRMAN
CALVIN A. HUNSINGER,
VICE-CHAIRMAN
REV. ARTHUR L. ALBERS
DR. CHARLES J. CRIST
MRS. JANE S. MANSON
MRS. KATHARINE F. PROWSE
WILLIAM H. WILLIAMS

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

CITY CENTER FOR LEARNING • 850 - 34th STREET SOUTH • ST. PETERSBURG, FLA. 33711 • PH: 898-6755

September 22, 1972

Dr. K. M. Eaddy, Administrator
Vocational Research and Evaluation
State Department of Education
Tallahassee, Florida

Dear Dr. Eaddy:

Re: Career Education Project CC2-001 Amendment Request No. 12

Progress in the operation of the Career Education project has led to the importance of implementing phases of job cluster components in the four pilot elementary schools. A part of this elementary level job cluster development will be the opportunity for students to have on-hands experience with equipment and supplies related to the job fields.

We are requesting the transfer of $7,500 from the approved salary account to the equipment/supplies account to make it possible to purchase items needed by each school to develop several different clusters.

At this point, it is impossible to make a determination of the specific items to be purchased as we are soliciting contributions from business/industry representatives and will supplement the needed items.

Thank you for your attention to this request.

Cordially yours,

Elaine

Elaine M. Hershey

EMH/as

CC N.O. Clark
Myrtle Hunt
Joe D. Mills
Jack B. Shumate

STATE DEPARTMENT OF EDUCATION
FLOYD T. CHRISTIAN, Commissioner
Division of Vocational, Technical, and Adult Education
Tallahassee, Florida 32304
October 13, 1972 Amendment #12

Project No. ____
(State Office Use Only)

School County-wide
District Pinellas
Proposal No. & Occupational Prog. Career Education
Supervisor- Myrtle Hunt

INFORMATION FOR REIMBURSEMENT OF SALARIES

1	2	3	4	5	6	7	8	9
Name of Person	Position	Rank and Contract Status	Term of Service This Year	Total Salary for Year	Salary Reimbursement Request	State-County Retirement and Social Security	Total Cost of Service (6 + 7)	State Office Use Only
						Totals	$7,500.00*	

*The amount of $7,500 to be transferred from the approved Salary account to the Equipment & Supply account.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
1960 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518
Telephone: (813) 442-1171

Gus Sakkis
Acting Superintendent

October 13, 1972

Mr. Joe D. Mills, Director
Adult Vocational Division
State Department of Education
Knott Building
Tallahassee, Florida

Dear Mr. Mills:

Re: Career Education Project CC2-001 Amendment 12

As we were instructed on September 22, 1972, we wrote the enclosed letter requesting this transfer of funds. In checking the disposition of this request today, we were advised to resubmit the request on the enclosed attachment H, VTAD-2A and C forms with this letter to you.

Because of the fact that equipment and supply items are being solicited from business and industry, it is impossible to determine what items will have to be purchased with these funds.

We will appreciate your assistance in expediting this request inasmuch as it has already been on file for three weeks. The four elementary schools are anxiously awaiting the approval to begin this phase of Career Education exploration.

Sincerely yours,

Jack B. Shumate

JBS/H/s

Enclosures

CC Dr. Eaddy
Nat Clark
✓Myrtle Hunt

22

AP-2C
TACHMENT II

Amendment 12
October 13, 1972

Project No. ________
(State Office Use Only)

DEPARTMENT OF EDUCATION

Floyd T. Christian, Commissioner
Division of Vocational, Technical, and Adult Education
Carl. W. Proehl, Director
Tallahassee, Florida

School	County-wide
District	Pinellas
Occupational Program	Career Education
Supervisor	Myrtle Hunt

ORMATION FOR REIMBURSEMENT OF PURCHASE OF EQUIPMENT AND SUPPLIES

	2	3	4	5
m .	Quantity	Cluster areas examples of some of the possible types of items 1/	Estimated Cost	Code E or S
.		Trade/Industry Benches Hand Tools (Hammers, wrenches, screwdrivers, pliers, saws) Vices Pipes Locks Magnets Bus, truck and car models	$2,000	E/S
		Home Economics Flatware (Models) Utensils (Models) Nutrition Charts Portable Appliances Sewing Machines Fabric	1,000	E/S
		Business Typewriters Models (cash register) Adding Machines Metal and Paper Money Kits File Miscellaneous office supplies (steno pads, files, papers, etc)	2,500	E/S
		Health Thermometers Scales Bandages Magnifyers Syringes Miscellaneous Supplies (health charts, etc.)	1,000	E/S
		Vocational Agriculture Seedlings Ant Farm Plastic Bases Small Tools Sprinkle Cans Fertilizer Model Egg Incubator	500	E/S
		Other Areas Cosmetology	500.	E/S
		TOTAL	7,500 2/	

hanges will be made upon identification of students & needs.
his amount to be transferred from the Salary account & to be limited.

[redacted] 15 23 [redacted]

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
1960 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518
Telephone: (813) 442-1171

Gus Sakkis
Acting Superintendent

November 8, 1972

Mr. B. E. Childers,
Executive Secretary
Southern Association of
Colleges & Schools
795 Peachtree Street
Atlanta, Georgia 30308

Dear Bob:

Enclosed is one copy of the executed contract for the Assessment of the Pinellas County Career Education Project.

Sincerely yours,

Jack B. Shumate,
Executive Assistant Superintendent for
Vocational, Technical & Adult Education

JBS:hs

Enc.

CONTRACT AGREEMENT

AGREEMENT, made this 28th day of June, 1972, by and between The School Board of Pinellas County, Florida (hereinafter referred to as SBPC) having its offices located at 1960 E. Druid Road, Clearwater, Florida 33518, and the Southern Association of Colleges and Schools (hereinafter referred to as SACS), having its office located at 795 Peachtree Street, N.E., Atlanta, Georgia.

WHEREAS, SBPC is conducting a developmental project in Career Education through the Division of Vocational, Technical, and Adult Education.

WHEREAS, a part of said project, SBPC and SACS desire to enter into an agreement whereby SACS shall perform a third party assessment of the said project.

NOW, THEREFORE, SBPC and SACS do mutually agree as follows:

1. SERVICES TO BE PERFORMED

SACS shall perform the services that are set forth in the attached proposal for a contract, submitted in Attachment "A", entitled, "A Proposal for a Contract to Provide Assessment for a Developmental Project Conducted by the Vocational, Technical, and Adult Education Division of the School Board of Pinellas County, Florida."

2. TIME PHASING SCHEDULE

SACS shall develop the reports, assessments and other activities required pursuant to this agreement in accordance with Attachment "A". Progress reports will be due in accordance with the following schedule.

Once each six weeks after the effective date
of the contract dated July 1, 1972.

The interim report will be due on January 15, 1973. A final report shall be due not later than July 15, 1972.

3. TERM OF THE AGREEMENT

The reports and assessment services to be performed hereunder by SACS shall commence as of the date of this agreement and shall extend through June 30, 1973.

4. PAYMENT FOR SERVICE

SBPC shall pay to SACS a total sum not to exceed eight thousand seven hundred and six dollars ($8,706.00) for full and complete performance of the contract. Payment to SACS by SBPC for work performed under this agreement shall be made in accordance with the following schedule upon submission by SACS the indicated reports and appropriate invoices:

January 15, 1973		$4,353.00
July 15, 1973		4,353.00
	TOTAL	$8,706.00

5. NOTIFICATION OF CANCELLATION

If for any reason SBPC has its project terminated or reduced, it will immediately notify SACS. SACS has the option to either terminate or renegotiate a reduction if the project could still be completed.

WITNESS the signatures of the above parties this_____day of__________________, 1972.

SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS
By:______________________________________
SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
By:______________________________________

A PROPOSAL FOR A CONTRACT TO PROVIDE ASSESSMENT FOR A DEVELOPMENTAL PROJECT CONDUCTED BY THE VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DIVISION OF THE PINELLAS COUNTY BOARD OF PUBLIC INSTRUCTION, CLEARWATER, FLORIDA.

Project Title:	Pinellas County Career Education Project
Contract Title:	Assessment of the Pinellas County Career Education Project
Submitted By:	Southern Association of Colleges and Schools 795 Peachtree Street, N.E. Atlanta, Georgia 30308
Submitted To:	The Pinellas County Board of Public Instruction, Clearwater, Florida
Project Director of Contract	B. E. Childers B. E. Childers, Executive Secretary Commission on Occupational Education Institutions Southern Association of Colleges and Schools
Transmitted By:	Felix C. Robb Felix C. Robb, Director Southern Association of Colleges and Schools 795 Peachtree Street, N.E. Atlanta, Georgia 30308
Date:	June 12, 1972

ABSTRACT

TITLE: A Proposal for a Contract to Provide Assessment for the Career Education Development Project: Pinellas County, Florida

SUBMITTED BY:
Southern Association of Colleges and Schools
795 Peachtree Street, N.E.
Atlanta, Georgia 30308

PURPOSE: To provide a third party assessment of the Pinellas County Career Education Development Project

PROCEDURES: Assessment procedures will be developed in detail after consultation with the project staff. Site visits will be made at least once every six weeks and a written summary prepared of the visits. In addition, a full interm report will be prepared at the end of the first six months and a full final report prepared upon completion of the project.

During the final quarter of the project, a SACS team will visit the project and, following the basic guidelines established by the Standards Committee of the Commission on Occupational Education Institutions, will prepare a written report of the findings.

A steering committee consisting of one representative from the Elementary Commission, the Secondary Commission, the College Commission, the Educational Improvement Project, and the College Education Achievement Project has been organized and will meet at least once each six months. In addition, efforts will be made to involve the state Committee Chairmen in the activities of the steering committee.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON OCCUPATIONAL EDUCATION INSTITUTIONS

Introduction

This is a proposal for a contract to provide a third-party assessment of a developmental project in career education being conducted by the Vocational, Technical, and Adult Education Division of the Pinellas County School Board.

The Southern Association of Colleges and Schools (SACS), hereinafter referred to as the contractor, is submitting this proposal to furnish the necessary qualified personnel, services, and materials in order to conduct continuous monitoring of the Career Development program during its development, to assess its impact, and to provide observational analysis of factors which appear to be related to the success of program implementation.

The Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools will have responsibility for implementation of this contract. The Commission, established by the SACS Delegate Assembly, is charged with the development of adequate standards, criteria, and procedures for the evaluation of occupational education. Pervading all the Commission's efforts is the belief that any group or individual left out of the educational process is handicapped in his efforts to achieve a proper place in society. Further, the Commission believes that the responsibility of educational institutions is to help individuals define and prepare for their proper roles in society.

The Pinellas County project has been developed with components in elementary education, placement and follow-up, and guidance.

Built into the project is an internal evaluation component. The Southern Association will work closely with the project director and the supervisor of internal evaluation and will consult with the Division of Vocational Research, State Department of Education regarding the assessment of all career development activities. The overall goal of evaluation is to determine the degree of conformity between actual outcomes and stated objectives. With increasing frequency policy-making bodies are basing decisions regarding financial resource allocation on evidences of program efficiency, program effectiveness, and program relevance to changing social and economic conditions.

Areas of Assessment

(1) CHANGES IN CLASSROOM ACTIVITIES

Data will be compiled on changes in existing classroom activities as well as new activities which are initiated as a means of developing the potential of students involved in the career education program. The primary objective in obtaining this information is to develop a base for future comparative analysis.

(2) DEVELOPMENT OF NEW CURRICULUM AND PROCEDURES

An assessment will be made of the extent to which new curriculum materials and procedures have been developed, including an assessment of the relative effectiveness of the developments based on observations by teachers.

(3) DEVELOPMENT OF ATTITUDES, INTEREST, AND KNOWLEDGE

Since the student is the basic ingredient in the total concept, he should develop a meaningful understanding of the real reasons for learning and of how career development can provide the necessary relevance between activities in the classroom and working world opportunities. The acceptance of career education on the part of students and teachers will be accomplished only with proper conditioning and the development of positive attitudes toward the concept. Measures of the student's interest level, his knowledge of and attitude toward jobs, and the attitude of teachers and parents toward career education will be made.

(4) DETERMINATION OF PROGRAM NEEDS

The techniques used for determining program needs will be analyzed in terms of procedures used and the involvement of advisory committees, teachers and consultants.

(5) COMMUNITY INVOLVEMENT

Because of the importance of community support in any educational endeavor, an analysis will be made of the techniques and procedures used to involve the local community in the program.

(6) IN-SERVICE TEACHER TRAINING

To insure the success of the career development program, the total staff must be dedicated to the concept. This dedication can be achieved only if the staff is throughly trained in procedures. An analysis will be made of the type and amount of in-service training provided for teachers taking part in the project.

(7) GUIDANCE AND COUNSELING SERVICES

The quality and quantity of the guidance and counseling services provided for the student at all levels are major concerns of this project. Elementary teachers are academically and professionally oriented, as are most secondary instructors and counselors, but teachers rarely have been exposed to career development concepts and their potentiality for providing motivation for learning.

Academic counseling and vocational counseling should not be separate. Rather both should be integrated into one comprehensive counseling system. Counseling services should include a diagnostic pre-entry session with the student in order to discover specific needs, to assist in placing the student into a program designed to meet those needs, and to aid the student in realistic goal setting as related to career choices. An assessment will be made of the extent to which an integrated concept of counseling is carried out in various schools in the program and of the pre-enter/pre-exit services provided.

(8) PLACEMENT AND FOLLOW-UP

Because a well-organized placement and follow-up system is vital to the success of the project, this component has been designed as one of the significant areas of emphasis. Placement may refer either to obtaining a job or to placement in a program for further educational development. Follow-up data on students can provide one of the most reliable sources of information on the effectiveness of any program. An assessment will be made of the placement and follow-up activities in the following areas:

(1) identification of potential employers
(2) placement rate - in employment and/or in subsequent educational programs
(3) follow-up data obtained on students

(9) SUPPORTING SERVICES

An examination of the relationship between the State staff, University of South Florida, and the project operation and staff will be made. Whenever possible, recommendations will be made for improving the relationship and assistance provided in defining the role of each. Areas to be examined are the organization for providing assistance in curriculum development, program planning, and internal evaluation and the provisions for in-service training.

(10) DISSEMINATION

Dissemination techniques will be analyzed and assistance in dissemination efforts will be provided.

(11) PROJECT MANAGEMENT

An analysis will be made of the efficiency of project management in terms of effective utilization of staff and time, cost efficiency, and overall project management.

Procedures

The following is an outline of the basic procedures to be followed in the assessment of the Pinellas County Career Education Development Project. Detailed procedures will be developed early in the project.

(1) The Commission on Occupational Education Institutions will consult with the Project Director and staff and the Division of Vocational Research in developing detailed procedures and selection of instruments for assessment purposes.

(2) The Assessment Coordinator will make site visits at least once every six weeks and submit a written summary of the findings to the Project Director, the Division of Vocational Research, the State Director for Vocational, Technical, and Adult Education, the Executive Secretary of the Commission, and all other appropriate persons.

(3) Following the basic guidelines established by the Standards Committee of the Commission, a team will visit the project during the final quarter of the project and prepare a written report which will be incorporated into the final assessment report.

(4) In addition to the site reports, a six-months interim report will be submitted and a full final report will be prepared upon completion of the project.

Personnel

A. Assessment Coordinator

(1) QUALIFICATIONS

The assessment coordinator shall have those qualities normally desired of a professional researcher and educational administrator. Qualities of leadership, innovation, experience, interpersonal relations, and research design competency should be obvious.

Education: The assessment coordinator should hold an earned doctorate and demonstrated experience in the field of education and research.

Experience: The assessment coordinator shall have had teaching experience at some level and have some research experience. The combined experience shall total at least seven years.

(2) RESPONSIBILITIES

The assessment coordinator will be responsible to the Executive Secretary, Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools. Specifically, the responsibilities will be as follows:

1. Develop assessment procedures with the supervisor of evaluation and the total project staff,

2. Assist the project staff in the collection of data,

3. Analyze and assess the data as it relates to the objectives and aims of the project,

4. Write interpretative reports recommending revisions for improvements, areas to be expanded, and adjustments in the procedures utilized,

5. Prepare progress reports and a final report,

6. Work closely with the project director and the entire staff.

B. Secretary

(1) QUALIFICATIONS

A high school graduate or equivalent, with a minimum typing speed of 55 words per minute.

(2) RESPONSIBILITIES

1. To handle all typing which might be assigned.
2. Set up and maintain required filing system for the central office.
3. Answer all incoming telephone calls.
4. Handle all other related work as required.

Qualifications of the Southern Association of Colleges and Schools to Conduct Analysis and Assessment

Organized in 1895 in Atlanta, Georgia, and chartered as a non-profit organization, the Southern Association of Colleges and Schools is one of six regional agencies covering the United States for the purpose of accreditation of educational institutions. This is the only recognized accrediting agency in operation in the Southeast region. Each regional association works within its geographic limits and does not overlap any other association.

The Southern Association of Colleges and Schools is organized exclusively for educational purposes, and its objective is to improve education in the South through leadership and cooperative efforts between colleges, schools, and related agencies. The Department of Health, Education, and Welfare; the Southern Regional Education Board; and all eleven State Departments of Education cooperate with the Southern Association of Colleges and Schools in the evaluation and accreditation of educational institutions. Among the specific objectives of the Association is the identification (for local, regional, national, and international purposes) of those schools and colleges of acceptable quality to be designated as accredited institutions.

In order to fulfill this objective, the Association has developed commissions to monitor the process of self-evaluation and to analyze and assess colleges, occupational, secondary, and elementary schools in the eleven southern states. The Association also has a division known as the Education Improvement Project (EIP). This arm of the Association conceives, administers, and evaluates experimental and pilot programs for schools--especially in the area of strengthening education for culturally deprived children and youth.

The Commission on Occupational Education Institutions was first organized as a Committee in 1968 to begin the development of a program for evaluation and accreditation of vocational and technical education institutions. The work of this Committee progressed through the development of standards and procedures for accreditation. The first vocational-technical education institutions were accredited in December, 1970, at the annual meeting of the Association in Atlanta. At this meeting, the Board of Trustees and delegates approved the elevation of the Committee on Occupational Education to Commission status by December, 1971. Commission status was granted at the Association's annual meeting in December, 1971.

The development of standards for evaluation of occupational educational institutions by the Southern Association of Colleges and Schools is the first by any of the six regional accrediting associations and is a broad-based program for accreditation of occupational education institutions and for the improvement of quality, availability, and image of vocational-technical education.

The Association's program is a model for the other regionals and may ultimately become a national program utilized by all six of the regional accrediting associations.

Because of the interest of the Southern Association of Colleges and Schools in the advancement of education and because of its 75 years of experience and expertise in the evaluation of educational institutions in the South, the Association is uniquely qualified to organize and implement the evaluation phase of the Pinellas County developmental project in career education.

Pinellas County Career Education Project
Assessment Budget Breakdown
July 1, 1972 - June 30, 1973

Direct Costs:			
Salary			
Assessment Coordinator		$3,000	
Secretary		900	
Employee Benefits			
Retirement	375		
Major Medical	15		
Hospitalization	105		
Life Insurance	50		
Disability Insurance	10		
Social Security Insurance	145		
Travel Insurance	19		
Total Employee Benefits		719	
Supplies & Materials		56	
Communications - Telephone		117	
Office Space Rental		350	
Travel			
Team Evaluation		1,250	
Assessment Coordinator		1,800	
Total Direct Costs			8,192
Indirect Costs:			
Central Services			
Office Equipment			
Central Mail Service			
Accounting			
General Building Service			
Custodial Services			
Office Services (Area)			
Incidental			
Receptionists			
Staff Assistance			
Library			
Total Indirect Costs			514
Total Costs			8,706

APPENDIX B

EVALUATION MILESTONES

[redacted]

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EVALUATION MILESTONES FOR THE HYPOTHESES OF THE PINELLAS COUNTY CAREER EDUCATION PROJECT

	DESIGN AND VALIDATION					DATA COLLECTION AND REDUCTION				ANALYSIS AND FINDINGS					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	VALIDITY OF THE HYPOTHESIS VERIFIED BY EXTERNAL EVALUATOR	INSTRUMENT COMPLETED BY CAREER EDUCATION STAFF	INSTRUMENT PUT INTO FINAL FORM BY INTERNAL EVALUATOR	FACE VALIDITY OF THE INSTRUMENT VERIFIED BY EXTERNAL EVALUATOR	INSTRUMENT PILOT TESTED FOR VALIDITY	DATA COLLECTION PROCEDURE COMPLETED BY INTERNAL EVALUATOR	DATA COLLECTION PROCEDURE VERIFIED BY EXTERNAL EVALUATOR	DATA COLLECTED	DATA REDUCED BY STAFF AND INTERNAL EVALUATOR	DATA COLLECTION AND REDUCTION VERIFIED AS ADEQUATE BY EXTERNAL EVALUATOR	DATA ANALYSIS PERFORMED BY STAFF AND INTERNAL EVALUATOR	EXTERNAL EVALUATOR SUBMITS INDEPENDENT REPORT ON THE DATA ANALYSIS	FINDINGS BY STAFF AND INTERNAL EVALUATOR	INDEPENDENT REPORT AS TO FINDINGS BY EXTERNAL EVALUATOR	DATA ANALYSIS AND FINDINGS INPUTS TO FINAL REPORT
(1) FORM FOR CLASSIFYING UNITS AND UNRELATED RESOURCES															
(2) FORM FOR ASSESSING COUNSELOR COMMITMENT TO NEW ROLE															
(3) FORM FOR ASSESSING TEACHER COMMITMENT TO WORKING WITH COUNSELORS AND OCCUPATIONAL SPECIALISTS															
(4) FORM FOR ASSESSING ADMINISTRATOR ATTITUDES TO THE NEW ROLE OF COUNSELORS AND OCCUPATIONAL SPECIALISTS															
(5) FORM FOR LOGGING PARENTS WHO VISIT WITH RESOURCES															
(6) FORM FOR LOGGING INDUSTRY REPRESENTATIVES WHO VISIT WITH RESOURCES															
(7) FORM FOR SCHEDULING COMMITTEE MEETINGS AND LOGGING COMMITTEE HOURS															
(8) FORM FOR SUMMARIZING THE MINUTES OF COMMITTEE MEETINGS															
(9) FORM FOR RELATING COST DATA TO EACH LINE ITEM															
(10) FORM FOR ASSESSING PARENT ATTITUDES															
(11) FORM FOR ASSESSING STAFF AND ADMINISTRATOR ATTITUDES															
(12) FORM FOR RECORDING LEARNING ACTIVITIES BY TEACHERS, COUNSELORS, AND OCCUPATIONAL SPECIALISTS; [illegible]															
(13) PERSONNEL RECORDS OF STAFF MEMBERS ON RELEASE TIME															
(14) LIST OF STAFF MEMBERS IN SUMMER WORKSHOPS															
(15) HOURS OF PARENTS, INDUSTRY REPRESENTATIVES, & STUDENTS IN RENEWAL OR SUMMER WORKSHOPS															
(16) FORM FOR SCHEDULING MEETINGS AND LOGGING RESULTS OF MEETINGS WITH INSTITUTIONS OF HIGHER EDUCATION															
(17) LIST OF WORKSHOP PROGRAMS															
(18) STANDARDIZED TESTS & RECORDS OF STUDENT DROPOUTS, REFERRALS, AND REPEATERS															
(19) FORM FOR ASSESSING ATTITUDES OF STUDENTS															
(20) STANDARDIZED TESTS OF CAREER AWARENESS															
(21) FORM FOR RECORDING STUDENT DECISION-MAKING AND PRACTICE IN CAREER DECISION MAKING; TO INCLUDE NUMBER OF STUDENTS INVESTIGATING CLUSTERS AND IN-DEPTH PREPARATION															
(22) STANDARDIZED TESTS OF BASIC SKILLS; UNIT AND LIST OF REQUIRED SKILLS FOR PLACEMENT															
(23) UNIT AND LIST OF SKILLS TO SECURE AND HOLD EMPLOYMENT															
(24) UNIT AND TEST ON ECONOMIC AWARENESS & EVIDENCE OF MARKETABLE PRODUCTS AND SERVICE BY STUDENTS															
(25) UNIT AND TEST ON EDUCATIONAL AWARENESS AND MORE RE-ENTRIES TO THE SCHOOL SYSTEM															
(26) SPECIFICATION FOR THE POSITION OF SUPPORT SYSTEMS COORDINATOR															
(27) PLACEMENT FORM															
(28) STUDENT FOLLOW-UP FORM															
(29) STUDENT PRODUCTIVITY ON-THE-JOB FORM															

APPENDIX C

MEDIA REPORTS OF THE PROJECT

St. Petersburg Independent - 4/3/72

Getting Children Career Minded Program's Goal

Planning for Pinellas County's $280,000 venture into teaching children about careers and the world of work will get into full swing this month.

A special report on the federally funded program, scheduled to be implemented in September in elementary, junior and senior high school classrooms as well as in adult education, will be made to the School Board April 12.

"What the federal government has asked us to do for $280,000 is really a phenomenal task," says Mrs. Myrtle Hunt, director of the career education program.

She has been working alone for several months but today the first member of her professional staff will report to work.

Clarence Givens, most recently a school planning assistant and formerly a guidance counselor at 16th Street Junior High School, will become, pending School Board approval, coordinator of counseling for the "target" schools.

The remaining two members of Mrs. Hunt's staff are teachers and will not assume their new duties until they can be replaced in the classroom.

The official aim of the career education program is the "preparation of students for economic independence, personal fulfillment and appreciation for the dignity of work.

Previously vocational education had largely been confined to the senior high school and adult centers. And in the high schools only those students who elected to take specific vocational courses were exposed to "career education." A few junior high schools have also offered forms of vocational education in the last several years, but again only for selected students.

This new program sharply differs from previous practices in several ways. First students will be exposed to knowledge of different careers and vocations as early as the first grade.

"There will be a big effort in the elementary schools, at all grade levels," said Joe Mills, executive assistant superintendent of vocational, technical and adult education.

This exposure will occur in all of the student's classes, thus reaching all students, not just those enrolled in vocational "tracks."

The elementary level instruction will be largely introductory, covering a broad range of fields. At the junior high level the students will be able to explore more in depth the fields of most interest. In the senior high school the student will begin learning skills necessary in the fields he has selected and at the adult level the student will complete his training.

"This will be a highly individualized, flexible type of program," said Mrs. Hunt.

The greatest responsibility for the success of the program will be on the classroom teacher. To prepare the teachers for this new task, Mrs. Hunt has begun planning a series of workshops to be held during the summer. "Top level" consultants from throughout the state and country will conduct many of these workshops, she said.

Teachers participating will be from Lakewood, Campbell Park, Eisenhower and Palmetto elementary schools, Clearwater Comprehensive and 16th Street junior high schools, Dunedin and Gibbs senior high schools, and the City Center for Learning and the Pinellas Vocational Technical Center.

St. Petersburg Times, 6/29/72

Businessmen To Lend Hand In Career Education Plan

St. Petersburg businessmen will be lending their expertise to a federally financed career education pilot program being instituted in 10 Pinellas schools this September.

Forty business and industry representatives have been invited to a meeting at 3:30 p.m. today at the St. Petersburg Area Chamber of Commerce to learn about the program.

They'll be asked to participate in career information workshops for teachers and to help teachers during the school year answer questions about careers.

The $280,000 program is to help students become aware of career opportunities, to try out skills when possible and to develop abilities they need for a job, said Guidance Coordinator Clarence Givens.

Participating schools will be Lakeview, Campbell Park, Eisenhower and Palmetto elementary schools; Clearwater Comprehensive and 16th Street junior high schools; Gibbs and Dunedin high schools; and Pinellas Vocational-Technical Institute and the City Center for Learning.

Job placement help also will be available, Givens said.

Pinellas is receiving the state's entire allocation for the career education project because of the county's previous record in innovative vocational programs, Executive Assistant Supt. Joe Mills said. Planning began in April and the program will end June 30, 1973.

Students To Get Job Data With Academic Subjects

Vocational education in a French class?

It's all part of a pilot program in 10 Pinellas County schools in which students will get job information along with their academic subjects.

In French class they'll learn how French could help them get a job in a French restaurant, a travel agency or even the United Nations.

Math class will include information about jobs in engineering, computers, electronics and accounting. In art class students will learn about how art is used by interior decorators, advertising artists, stage set designers and fashion designers.

Media careers will be discussed in English classes and government students will learn about jobs in government and politics.

"WE WANT to fuse vocational and academic concepts in order to make learning more relevant to the student," said Mrs. Myrtle Hunt, director of the $280,000 federal program.

The 18-month program is the only one of its kind in Florida and Mrs. Hunt hopes that it will be financed for at least two more years. This grant will expire next June.

The pilot schools are Lakeview, Campbell Park, Eisenhower and Palmetto elementary schools; 16th Street and Clearwater Comprehensive junior high schools; Dunedin and Gibbs high schools; City Center for Learning and Pinellas Vocational-Technical Institute.

Eight workshops were held this summer to explain the new program to about 250 teachers from those schools. They'll discuss their ideas with fellow faculty members this fall and additional workshops will be held at the schools during the year.

ABOUT 50 Pinellas businesses have volunteered to participate in the program, offering tours, speeches and information about careers n their industries, Mrs. Hunt said.

During the workshops some of the teachers visited Bayfront Medical Center, Florida Power Corp., General Telephone, The St. Petersburg Times, Fort Harrison Hotel and St. Petersburg-Clearwater Airport.

"We would have planned more of this had we realized how valuable the teachers thought this was," Mrs. Hunt said. "They really appreciated the opportunity to get inside these businesses so they can have first-hand knowledge to give their students."

PART OF the training program included "What's My Line" sessions with mystery guests from a variety of jobs. In a workshop held at the Pinellas Vocational-Technical Institute, the teachers spent an entire day in each of the programs offered at the school.

The final session was last week when 65 of the teachers learned about opportunities in the food service industry while they were luncheon guests of the Pinellas County Restaurant Association.

The career program begins with kindergarten, becoming more specialized in the older grades. On the junior high level, students will get first-hand observation or some actual experience in the careers which interest them most. This can be done through field trips, films, speakers and in some cases by experience in school shops and home economics labs.

ON THE senior high level, students will have more chance to specialize either through vocational classes or work experience, but the introduction to a variety of careers will continue.

The program includes both professional and technical careers.

During the year Mrs. Hunt hopes to involve parents in the program and is considering a career fair so interested teachers throughout the school system can learn about the program.

Career Education Winning Approval

By **JOY HART**
Times Consumer Writer

For too many years everyone was supposed to go to college. Vocational education usually was considered one of the least desirable alternatives.

Today about 3,000 students at the two campuses of St. Petersburg Junior College — about 30 per cent of its enrollment — are taking vocational or technical courses.

"THE IDEA THAT everyone should go to college just to get a degree is dying," explains E. L. Noel Jr., dean of instruction at the St. Petersburg campus of the college. "Many students want more specific programs in line with their personal and career needs."

Noel and other educators agree that it's time to bury old attitudes about vocational education and to adopt newer and more realistic concepts.

In Pinellas County one of the newest approaches is being developed by Myrtle Hunt. She's director of career education for the county school system.

"Career education" is supposed to be broader than vocational education. It's designed to be a blend of vocational, general and college-preparatory.

AND MRS. HUNT received almost $300,000 from the U.S. Office of Education this year to begin pilot programs at 10 schools.

She calls the new educational model "a fused curriculum." Elementary students are supposed to explore their self concepts. For example, they'll be helped to ask themselves how they might feel if they were doctors or mechanics.

In classes for older children, teachers will try to relate learning to careers. A child might be shown how he would use math skills if he were a mechanic or a doctor. He would be encouraged to think about what jobs might require knowledge of science or English.

The goal is to prepare every young person who leaves the public school system so that he can continue his education at a college or university or so that he can get a useful and rewarding job.

THE TIME HAS past when our schools can prepare students only for college, stressed Sidney Marland, who initiated the career education program in 1971 when he was U.S. Commissioner of Education.

Mrs. Hunt believes that career education is the only realistic approach. And the Center for Vocational and Technical Education at Ohio State University backs her up with figures that show 80 per cent of today's jobs do not require a college education.

St. Petersburg Times, October 31, 1972

Clearwater Sun

Wednesday, November 29, 1972

It's My Turn

With the help of horticulture students from Clearwater Comprehensive Junior High, Palmetto Elementary kindergarten youngsters are landscaping their new building. The popular project will include foundation plantings and a small vegetable garden. Digging deep, above, are Kirt Wiley, Benjamin Williams and Melissa Licht. Ninth-grader Steve Williams supervises the soil preparation. Petrina Christopher, at left, gets down to some serious hoeing as her part of the effort. The project is part of a career awareness program under occupational specialist Claude Brannan. Pinellas County is the only Florida school system chosen to participate in the federal pilot career education project.

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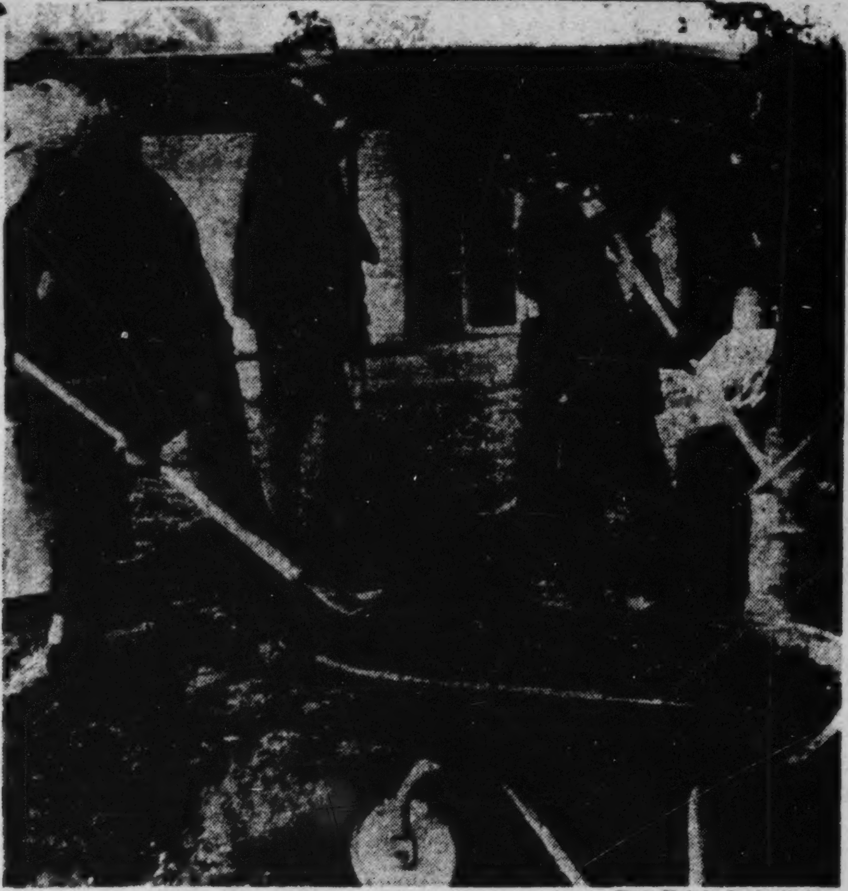
St. Petersburg Times, Wednesday, Nov. 29, 1972 Page 3



Times Photo by Carolyn Hopkins

Kindergarten Youngsters Learn From The Ground Up

Kindergarten Children Learn Agri-Business

By CAROLYN HOPKINS

Times Correspondent

CLEARWATER — Kindergarten pupils of Palmetto Elementary School are learning the agri-business from the ground up.

They are getting a big assist from horticulture students at neighboring Clearwater Comprehensive Junior High School (CCJHS).

Margaret Sholund, kindergarten teacher, chose the project which is a pilot program under the federally financed Career Education.

MRS. SHOLUND, explained, "We are the first kindergarten class in the new building and the grounds needed landscaping. Our school is the only one in Clearwater participating in the program. All of the tools were bought with federal funds but we are in need of a great many other things. We could use donations of shrubs and plants.

Students of Troy McRae, horticulture instructor at CCJHS, started a plan for the garden which included the use of hedges of ligustrum, palms, varieties of jasmine, holly, plumbago, crotons, juniper, ixora, copper plants and schifflera in landscaping. In the annual beds, the children will plant ageratuma, calendula, marigolds, gaillardia, nasturiums and petunias.

The vegetable garden is designed in a rectangular shape flanked with round circles for planting annuals. Students will tend carrots, celery, endive, radish, swiss chard and turnips.

ONE JUNIOR high school boy will supervise two kindergarten children delegating gardening responsibilities that the youngsters are capable of handling.

The older boys are learning skills for possible employment in landscaping at nuseries, golf courses, parks or feed and seed stores. They are learning basic skills in horticulture.

Donations of plants suitable for planting on the school grounds will be accepted by McRae or Claude Brannan, occupation specialist at Palmetto Elementary School.

[redacted]

St. Petersburg Times
Monday, February 12, 1973

Elementary Students Have 'Jobs'

CAROLYN HOPKINS
Times Correspondent

CLEARWATER — On the-job training is a new way of life for a number of selected students at Eisenhower Elementary School.

Marilyn Sapperstein occupational specialist, said, "We are tying the problems of double sessions into Career Education and making some good out of it."

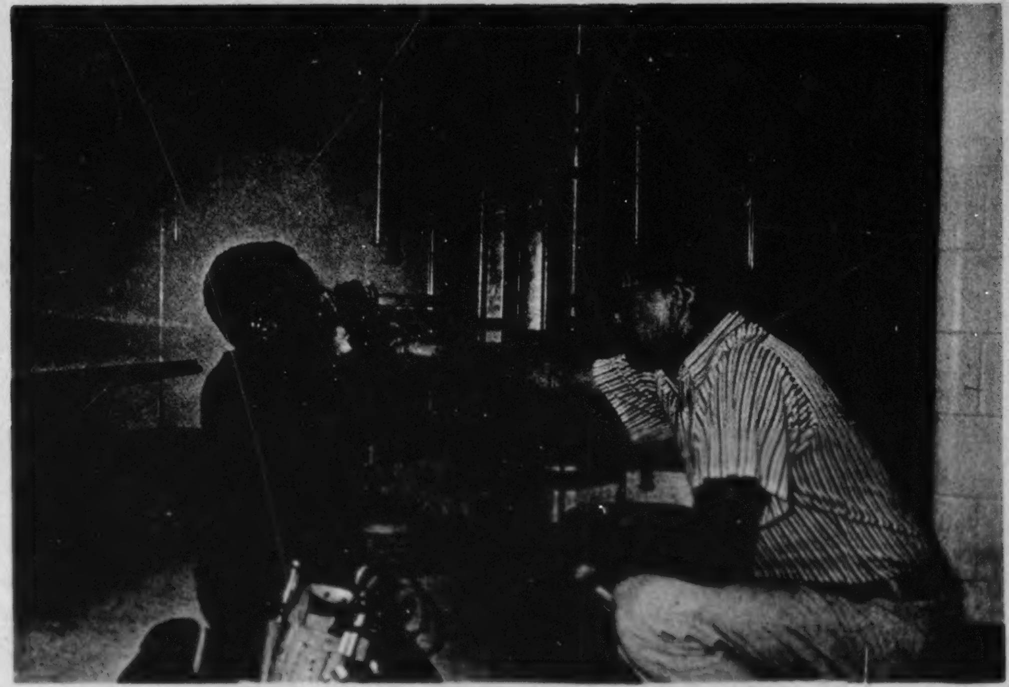
THE "JOBS" are mostly assisting teacher and other school personnel in clerical and mechanical duties around the school.

With an enrollment of more than 1,100, Eisenhower went on double sessions Jan. 2. Kindergarten through third grade attend from 8 a.m. to 12:30 p.m. The second session of orange - and - grey - team students (fourth, fifth and sixth graders) is from 1 to 5:30 p.m.

The work program, according to Mrs. Sapperstein, came about because of a need to fill some of the children's free time.

"Each student who has applied for 'employment' works only one day a week. The ones on the second session come by bus at 8 a.m. and have a work arrangement until their regular classes begin at 1 p.m. Others attend classes in the morning and work afternoons. Altogether, this makes a 11-hour-day for them and that's why we feel one day a week is enough at this age level. The job training program fits into the Career Education program, she explained.

WHEN THE word got around that 10 students were assisting in the office, pupils began contacting Mrs. Sapperstein asking for jobs.



Times Photo by Carolyn Hopkins

Campbell Shows Alvin Miller The Nuts And Bolts Of Job

An employment form was given to applicants, asking the usual questions such as name, address, sex, age and previous experience. Other questions not found on most employment applications concerned present grade level, homeroom teacher and a request to list the names and addresses of three fellow students and two adults who might be contacted for references.

Grades from the last report were also required including the citizenship grade.

In addition, applicants were asked to write a short paragraph telling why they wanted the job for which they were applying and to list their qualifications.

WHEN THE applications were returned, Mrs. Sapparstein said, "I had parents complete a permission form stating hours the students could work.

"The response was tremendous and the students are really doing good work.

"We began with the 10 students in the front office. We had a training workshop where the children learned the proper use of the telephone, telephone manners, how to take messages and other duties expected of them in the office. Five of these students on the green team (intermediate grades) who go to school from 1 to 5:30 p.m. work in the mornings and the other five students who attend school in the mornings have the afternoon shift."

Bob Campbell, a veteran of 10 years service with the school system, has been plant foreman at Eisenhower since it opened three years ago. He willingly accepted six "maintenance assistants" and outfitted them with a tool-carrying belt that holds small hand tools such as a screwdriver, wrench, pliers and a hammer.

CAMPBELL ENDS his duty at Eisenhower in two weeks and is being transferred to Dixie Hollins, nearer his home in St. Petersburg. He is being replaced by Bob Russell, who is moving over from a similar job at Clearwater High School. Both men are enthusiastic about how their young charges have taken to their duties.

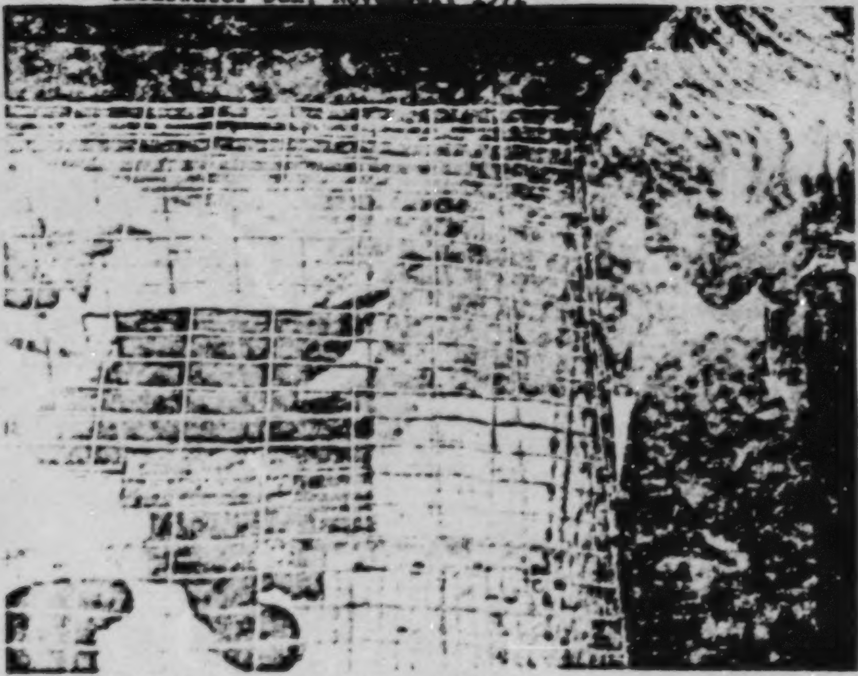
"One boy especially has shown a natural aptitude as a mechanic and, given this opportunity to show what he can do, he may even continue along this line," Campbell said.

Judy Smith, cafeteria manager, is overseeing students in a variety of jobs including taking an inventory control, stacking dishes and helping to serve lunch.

"Students applied for the job opportunities for a number of reasons but mostly for the experience" Sapperstein explained.

These students are learning as well as doing and are taking pride in the job, school officials say.

Clearwater Sun, November, 1972



Nancy Saunders admires a rabbit, one of the barnyard animals at Eisenhower Elementary School. (Staff Photo)

In The Barnyard: Kids Try Farming

By LIN HOWARD
Sun Staff Writer

What's a turken?

Something from Dr. Seuss' imaginative menagerie?

The youngsters at Eisenhower Elementary School laugh. Then they patiently explain — a turken is part turkey, part hen.

The students at Eisenhower are learning things about farm animals that most people don't know.

They have their own "barnyard" in a tiled area inside the school building. Several small animals from the Pinellas County School Agricultural Center are "on loan until the children or the teachers get tired of them," says Art Ward, career education specialist from the Agricultural Center.

There are turkens, doves, rabbits, furry guinea pigs from Peru and a goat.

"I'll take the goat back because its too big to keep here," Ward explains.

The children will see other animals too large to take to the school when they visit the Agricultural Center in the next few weeks.

It is all part of a career education program in the Pinellas County Schools which utilizes both state and federal funds.

"We gear our projects to the age of the child," Ward says, "and we try to explain many careers that might touch on what they see at the center."

The older children might start thinking about veterinary medicine or work as a veterinary assistant. Or perhaps questions might spark an interest in the meatpacking or baking industry.

The Agriuultural Center project is just one of many at Eisenhower and other schools throughout the county system.

"We've visited construction sites and two of our boys have explained work they have done in the construction field," says Mrs. Marilyn Sapperstein, occupational specialist at Eisenhower.

The emphasis of the program is on non-academic careers.

"In the past," Mrs. Sapperstein explains, "career guidance almost always has been college oriented. Now we want to show the children that a college degree is not necessary for a useful, productive career."

St. Petersburg Times

December 17, 1972

Sixth Graders Tour A Bank

Times Correspondent

CLEARWATER — The Barnett Bank of Clearwater, 1130 Cleveland St., was invaded peacefully Wednesday by a horde of sixth grade students from Palmetto Elementary School.

A tour of the bank was arranged after one of the students, Debbie Arrington, wrote bank officials asking if her class could make a visit to learn about banking procedures. Assistant cashier Barry H. Lynas contacted her teacher, LaVon Williams, and made the necessary arrangements.

"We have had students tour the bank before," Lynas explained. "When we receive a request we try to make arrangements on a light banking day, not before a holiday or at the end or the first of the month. Our customers seem to react favorably to having the children make the tour. We try to explain investment procedures and loans and how they all tie together in the banking system. Some youngsters feel that the bank is a big impersonal business and tours of the bank help to change their impressions."

Students were armed with pencils and pads and took notes as they went along, asking questions such as "How much do you have to have to open a savings account?" "Do you just get interest on savings?" "How much do you have to have in a checking account?"

What were the student's impressions? Vicki Sasser liked the decor, "It's a pretty bank and it's a pleasure to be invited to see it." Paul Richey touched a $100 bill, "I liked seeing the money."

David Ledbetter said he'd never been inside this bank before, "I liked going in the vault and seeing all that money." Dorothy Wymes learned about the many services the bank offers and said, "The bank is so clean and they have such nice people working here."

The students were accompanied by their teacher and Claude Brannan, occupational specialist at Palmetto.

Times Photo by Carolyn Hopkins

Students Watch Nancy Misra (Left) And Susan Fourie

Eisenhower Pupils See Science Demonstration

Times Correspondent

CLEARWATER — Two honor students from Clearwater High School were loaned to Eisenhower Elementary School Thursday to show 32 Eisenhower science students how to dissect a frog and a crawfish.

Nancy Misra and Susan Fourie, CHS seniors, dissected a frog as part of a study of life science for the green team of fourth, fifth and sixth grade students.

The study of life science, [illegible] part of the career education program, is designed to determine what interest students have in medical careers.

Dissection of the frog covered the experience of the endoskeleton and the crawfish the ectoskeleton.

Boys in the group showed interest while most of the girls were "squeemish." One girl felt the need for "a little fresh air."

In the second phase of the project, Eisenhower students will break into groups of three and do the dissecting on their own.

Arrangements for the project were made by Marilyn Sapperstain, occupation specialist.

Evening Independent Wednesday, March 14, 1973

Building Blocks

HAZEL GEISSLER
Staff Writer

Career education at the elementary level in Pinellas County schools?

There's a pilot program in four of them this school year. Actually there are 10 county schools participating in the federally-funded Career Education program, four of them elementary schools.

They include Palmetto and Eisenhower Elementary Schools in the north end of the county and Lakewood and Campbell Elementary Schools in the St. Petersburg area.

"At the elementary level, the program is heavy on self-awareness, an exposure to the world of work," says Mrs. Peggy Upton, occupational specialist at Campbell Elementary.

Mrs. Upton says the occupational specialists in the school system are chosen for their work experiences — the combination of an educator and someone who has been out in the work field. In fact, five years work experience is required. Mrs. Upton fit the requirement — she has worked as nurse's aide, a clerk-typist, a registered nurse and a real estate salesman.

Peggy Upton started when the program was initiated in September. "Mainly I serve as a resource person.

fused into the entire curriculum. It is necessary for me to plan with the other teacher. The faculty began last June to develop career awareness (philosophy) through workshops in the summer headed by staffers at the Career Education office in the City Center for Learning. Director of the county program is Myrtle Hunt. Coordinator of guidance with career education is C. C. Givens. The Career Education project is implemented through the counselor, occupational specialist and the teacher (which has been shortened to COST by those working with the program)

The program is a comprehensive and personalized educational program focused on careers and begins in kindergarten and continues throughout the school years. It provides academic instruction, job information and skill development and also helps students to develop attitudes about the personal, psychological, social and economic importance of work

The extensive guidance and counseling activities conducted by both the teachers and the counselors assist the students in developing self-awareness and understanding of himself regarding his attitudes aptitudes, interests and abilities as they relate to potential career choice

The world of work is explored through a wide spectrum of career or occupational "clusters." The student is made aware of the various job categories in each cluster and their relationship to each other as well as to himself and his fellow members of society.

For elementary education, and secondary as well, the program includes a structuring of basic subjects around the theme of career opportunities and requirements in the world of work and pupil assessment and evaluation.

The clusters include: agri-business and natural resources, business and office, communication and media, construction, consumer and homemaking

education, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public service, public service and transportation.

One of the activities involving the students at Campbell Elementary has been a visit to the farm at the Pinellas Agricultural and Vocational Center in Seminole. It was here they learned about various carpentry tools, built birdhouses later and made arrangements to build a rabbit hutch, hoping to get rabbits from the farm.

These students will assume the responsibility for the rabbits' food, weekend care and speaking to other classes about the small animal project.

Peggy Upton says, "This makes teaching more interesting. And it is using the team approach to teaching — this is COST at work."

More recently there was a field trip by third graders to the Tampa International Airport in connection with the transportation cluster. "The point is not to make a big project of these trips but to fuse them into daily learning."

According to Mrs. Upton, "The children begin to realize that school is very like work. They have responsibilities. They have strengths and weaknesses in different subjects. They recognize personal characteristics and job characteristics, likes and dislikes."

At the airport, the group included representatives from other grades who were to report back to classmates on air transportation and the airport and all the other jobs it takes totally to function. They were learning every job is important and there is a need for every job for the total to be successful.

"Someday they may choose the job in which they can be successful in order to do a good job."

Mrs. Upton purchases the resource materials, sets up field trips (saving teacher time), works with the counselor. The counselor, meanwhile, is providing information on self-awareness; teaching techniques to develop awareness, values and decisions; working skills. At Campbell Elementary School Mrs. Upton works closely with Counselor Mrs. Eunice Burgess.

Mrs. Upton and Mrs. Burgess have a large room which serves them both as an office and a work room for groups. The doors are open. Films are shown

occasionally. Mrs. Upton is usually found in a classroom working with a teacher. She brings vocational consultants into the classroom, perhaps teaching them how to use a typewriter, an adding machine or how to file.

The school has received a manual typewriter, an electric typewriter and an adding machine for such purposes. A calculator is expected.

"In this manner they learn that in some jobs they will use their hands a lot.

"We've seen the students' enthusiasm grow since September as they became involved in work situations."

A "Career Education Team" which included Campbell Park Elementary School Principal Leonard Summers, Mrs. Upton, Mrs. Burgess and Mrs. Connie Biles was selected by county school officials to go to Tallahassee to demonstrate for the state department of education what Career Education is doing in Pinellas County. The county is seeking refunding to extend the program. Mrs. Hunt gave an overall view of the project and Givens presented slides of the Career Education work from kindergarten through 12th grade.

Peggy Upton calls it the WOW Program — the World of Work. "Parents are part of the team. We had a meeting at the beginning of the school year to tell them about the program.

"Self-awareness is the base. And then the awareness of others. They learn 'I am the only me in the world.' They learn the emotional feelings of themselves and of others and understanding of themselves and others. They learn to work with others, to listen to others in what we call the 'Magic Circle.'

"They watch people at work. They role play at jobs. They participate in career games. They are learning through the program that the only way to make the proper career decisions is to understand their own needs, values and interests."

[redacted]

PAGES 47 & 48 OF THIS DOCUMENT WERE REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE THEY WOULD NOT REPRODUCE IN MICROFICHE.

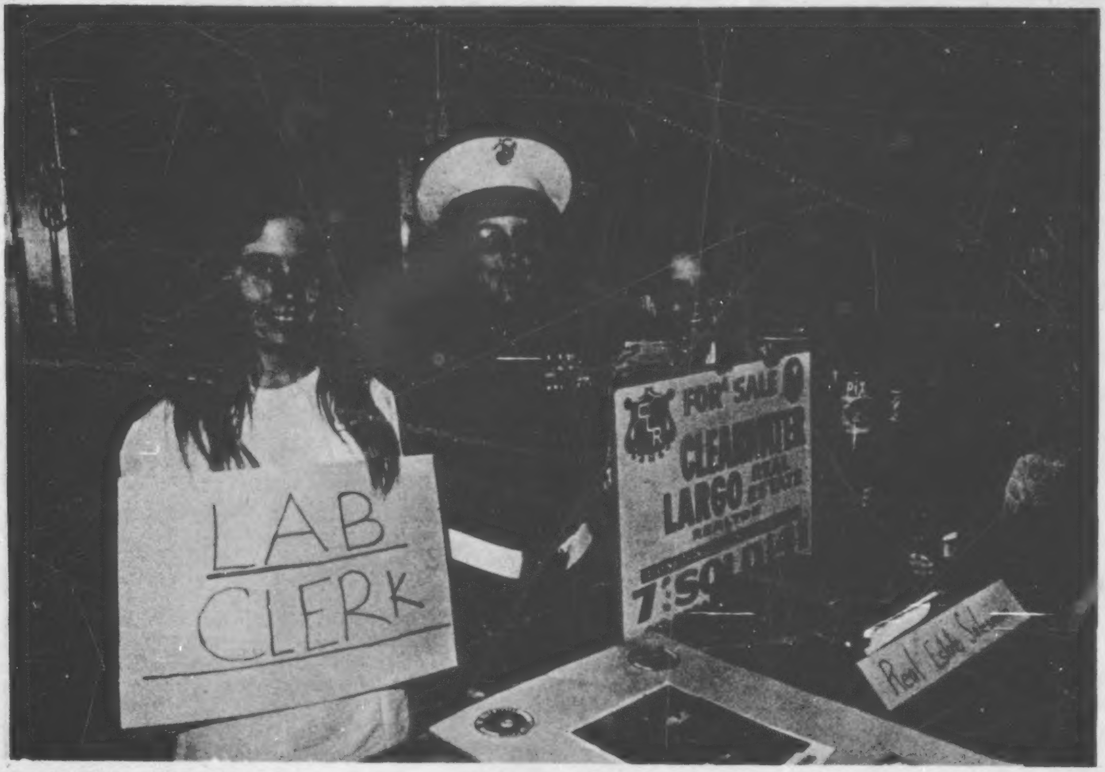
Clearwater Sun, March 24, 1973

Staff Photos

Counting Candles

Karen Green, left, and Donna Cerrone, students at Eisenhower Elementary School, learn the practical application of computational skills by helping with an inventory count at the Candle Cove, Clearwater Mall. The project is part of the Career Education Program at the school.

Career Night: A Look Ahead



Times Photo by Carolyn Hopkins

Debbie Arrington (left), Lisa Polk And Holly Mitchell

By CAROLYN HOPKINS

Times Correspondent

CLEARWATER — A sixth grader in the U.S. Marine Corps? A pre-teenaged girl selling real estate?

Not really, but students at Palmetto Elementary School dressed in various outfits at a recent PTA meeting as part of a "Career Education Night."

The students dressed to suit the line of work in which they are interested.

LISA POLK, a sixth grader, wore the uniform of a Marine Corps master sergeant. She said her father was retired from the Marine Corps and she'd like to go into the service because it is a good career.

Holly Mitchell, a six grader, plans a career in real estate. She said her mother was a real estate salesman and that being in real estate can make you a good income. It's really good all year around but at this time of year it's really good," she said.

Debbie Arrington might become a lab clerk because her mother Judy Arrington works in the lab at Mease Hospital. "It's not too easy but it's kind of in between and I think I'd like it," she explained.

EDDIE RAY is deeply involved in oceanography projects and spends a lot of time collecting marine specimens and shells. His father, Bil Ray, is employed by the City of Clearwater at the Clearwater Beach Marina and this kindled Eddie's interest in things to do with the sea. He is a student in John Harmon's fifth grade class.

The program was directed by Claude Brannan, occupational specialist, and Betty Smith, guidance counselor.

Parents were given a booklet titled "Career Education, Why?" explaining what career education is all about. The book contains original cartoons by Mrs. Smith.

Parents learned that for a large number of American youngsters the public school system seems to get them nowhere and they fail to see how school now will tie into the world of work later.

CAREER Education involves the whole environment, school, family, community and industry and offers a broad view of job opportunities[redacted]s learn how work is related to them and the focus is on their individual idea of work and of themselves as workers.

The total program of Career Education begins in kindergarten with a base of career awareness. Students move on to consider their own interests, acquiring skills and finally making career decisions.

It is hoped that with this type of program, every student will leave the school system with a minimum job skill at the end of high school and a more advanced job skill at the post secondary school.

IN THE program, careers have been divided into very broad areas called "Career Clusters," including agri-business and natural resources, business and office, communication and media, construction, consumer and homemaking education, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public service and transportation.

The elementary school student is being exposed to these various career possibilities and is learning how they relate to each other and to him.

St. Petersburg Times, Monday, April 2, 1973 Page 3

Kids Set Up A Company

(From left), Mark Lane, Paul Birbeck, Lash, Glenn Erskine and Mitchell Meskowitz.

By CAROLYN HOPKINS
Times Correspondent

CLEARWATER — How do you set up a corporation?

This is what a group of 32 youngsters in John Lash's social studies class at Eisenhower Elementary School are learning as part of a study unit on economics tying in with Career Education.

Four students — Danny Verdon, Ricky Clark, Marshal Smith and Julie Doherty — were elected to the four man board of directors.

STOCK AT 10 cents per share in the Things Unlimited Corp. was sold to parents and students on a regular stock certificate donated by Merrill, Lynch, Pierce, Fenner and Smith Inc. and a receipt for the stock with the stockholders signature is kept on file. The stock being issued is non-transferable. So far, 130 shares have been sold.

Some of the funds have been invested in raw materials such as paint, wood, sandpaper, wicks and molds to produce two products. The first group is making wall plaques with slogans being routed in the wood such as "Love," "Peace" or anything the customer requests. The routings are painted and made ready to hang.

Another company is making candles of original designs, some are being made in star-shaped molds and others are being poured into half pint milk cartons, easily obtainable at school.

THE FINISHED products went on sale recently at a dinner sponsored by the Eisenhower Staff and Parents Organization.

The sale was to continue each school day until the supply is exhausted.

"We hope, that we will be able to pay a five cent dividend on each 10 cent share," Lash said. "Each of the 32 students involved are on the payroll and will receive a salary before the board decides on the dividend.

"**THE WHOLE** idea behind this study is to teach the students about the law of supply and demand. How prices are set and where the profit or loss comes from.

"Payroll records, cash receipts and cash payments are being kept by the bookkeeping department. Four students are taking care of advertising, placing posters in strategic places around the school and making announcements over the loud speakers."

All of the students involved are on the afternoon double session and are coming to school in the mornings donating their own time for the study in economics. It took approximately two weeks to go over the entire concept and the project will probably continue four more weeks.

[redacted]

St. Petersburg Times, April 17, 1973

You'd Hardly Call This Loafing

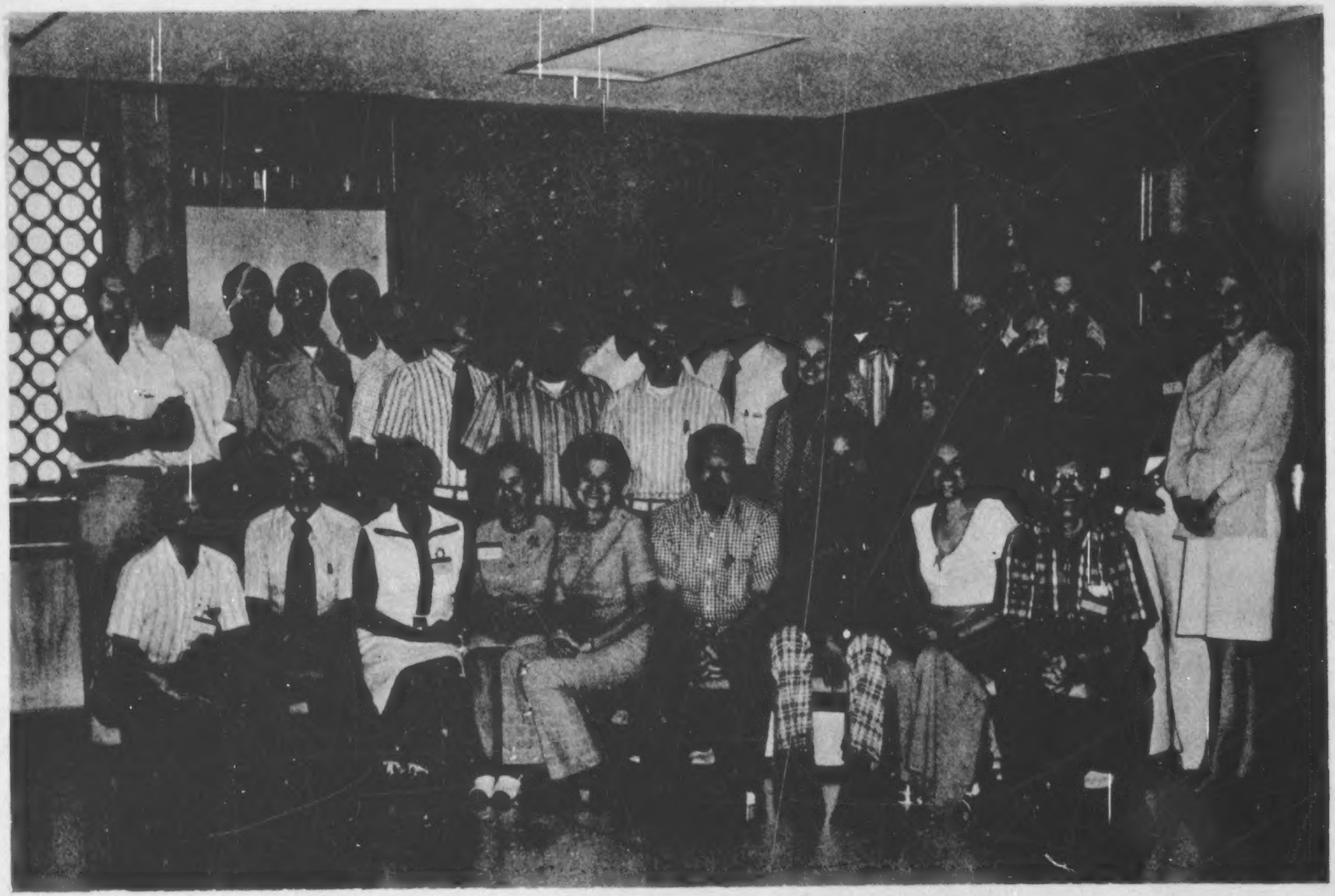
Even first graders know you knead dough to make bread. So Susy Justice, Dennard Dunbar and Rachel Brown (above, left to right) went at the chore with determination under the watchful eyes of their classmates at Lakeview Elementary School in St. Petersburg. Rachel's concentration began to spill over (below), while Dennard Calmly applied himself.

Staff Photos by George Trabant

WOWEE WORKSHOP

Time between sessions of the World-of-Work Economic Education summer leadership workshop held at Colorado State University, Fort Collins, is used searching out significant information about career education by Phillip Powell (left), of the Joint Council on Economic Education, a member of the workshop staff, Marie Charles (center), of St. Petersburg, Florida, a vocational teacher-consultant and a participant in the workshop, and S. Stowell Symmes (right), also of the JCEE and a staff member. The workshop was held from June 24-July 13.

Participants Eleanor Richey (seated,left), of Cocoa, Florida, and Marie Charles (seated, right), of St. Petersburg, Florida, bring a particularly interesting book to the attention of staff members S. Stowell Symmes (standing, left), and Phillip Powell (standing, rignt), while involved in the World-of-Work Economic Education summer leadership workshop held at Colorado State University at Fort Collins June 24-July 13. Twenty-eight teachers and counselors attended the workshop, which concentrated on economic educational leadership.



The World-of-Work Economic Education summer leadership workshop held at Colorado State University, Fort Collins, Colorado, June 24-July 13, 1973, brings staff and participants together for a group photograph. Pictured, seated (from left to right), are: Thomas Drake, Iowa; Robert Reichard, Arizona; Brenda Ross, Massachusetts; Mollie Berch, Washington, D.C.; Earlene Herman, Oklahoma; Duane Altig, Oregon; Richard Ryan, New York; Miriam Randolph, Maryland; and Phillip Powell, of the Joint Council on Economic Education and Fort Collins. Shown standing (from left to right, some with only their heads visible), are: Wilbur Coursey, Alaska; David Lloyd, Virginia; Robert Darcy, of the Center for Economic Education, Colorado State University, and Fort Collins; Robert Caste, Connecticut; Robert Carter, Alabama; Dennis Kueng, Minnesota; Garlon Jarnigan, Colorado; Quincy Washington, Ohio; Richard McGowan, New York; Gerald Holmberg, Nebraska; Francis Mullen, Massachusetts; Walter Forster, Texas; S. Stowell Symmes, of the Joint Council on Economic Education, New York City; Leonard Dunn, Arizona; Cheryl Bierzychudek, Illinois; Marie Charles, Florida (behind Ms. Bierzychudek); M. Ray Kelly, New Jersey; Bill Oller, Colorado; Sandra Goldhaber, California; William Cross, California; Richard Kauffman, of Colorado State University and Fort Collins; Jerry Hasche, North Dakota; Dan Brown, of Colorado State University and Fort Collins; and Eleanor Richey, Florida.

APPENDIX D

SCHOOL PRINCIPAL'S QUESTIONNAIRE

SCHOOL PRINCIPAL'S QUESTIONNAIRE

The purpose of this questionnaire is to provide us with a basis for our matching experimental design for our evaluation.

We are asking the principal of each school to give some specific information about the school, and to make some estimates of approximate percentages on other information pertaining to the school's population. We realize that these estimates may be based on your "guess," as opposed to absolute numbers.

Your cooperation is of great importance, since this will be our sole source of this type of data.

Please return by PONY to:

Dorothy Snidow, Supervisor
Evaluation of Curriculum and Instruction
Office of Career Education
City Center for Learning

Base-Line Data

Pinellas County Career Education Project

Name of School:______________________________Date:__________________________
Address of School:____
Name of School Principal:____
Grade Range of School:______________________through_________________________
Type of School:____________Elementary________Junior High_________________
Senior High______________Other____

1. What is the current enrollment by grade of your school?

Grade	Enrollment	Grade	Enrollment
K	____________	7	__________
1	____________	8	__________
2	____________	9	__________
3	____________	10	__________
4	____________	11	__________
5	____________	12	__________
6	____________		

2. Approximately what percentage of your students are children of: (should total 100%)

______% Professional or Managerial personnel
______% Sales, clerical, technical, or skilled workers
______% Factory or other blue collar workers
______% Farm workers
______% Not regularly employed
______% On welfare

3. Approximately what percentage of your students are from families whose total annual income falls in the following ranges: (should total 100%)

______% Under $5,000
______% $5,000 - 6,999
______% $7,000 - 8,999
______% $9,000 - 11,999
______% $12,000 - 14,999
______% $15,000 - 19,999
______% $20,000 - or more

4. Approximately what percentage of your students represent the following groups: (should total 100%)

____% American Indian
____% Black
____% Cuban
____% Mexican American
____% Oriental
____% Puerto Rican
____% White
____% Other (Please Specify) ______________________________
____

5. Is your school a recipient of ESEA Title I assistance?

YES ________ NO ________

6. This school is: Open Space ________

Self Contained ________

Combination of both ________

7. This school: (check all that are appropriate)

_____ a) uses team teaching

_____ b) uses a form of teacher

_____ c) has an individualized program

_____ d) regroups for reading within a grade level

_____ e) regroups for reading across grade lines

_____ f) regroups for math within a grade level

_____ g) regroups for math across grade lines

_____ h) regroups for other subjects (Please specify)

APPENDIX E

THE 26 PRODUCT EVALUATION INSTRUMENTS

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
[redacted] 1960 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518 [redacted]
Telephone: (813) 442-1171

us Sakkis
cting Superintendent

May 7, 1973

Mrs. Myrtle E. Hunt, Director
Career Education Project
850 - 34th Street South
St. Petersburg, Florida 33711

Dear Myrtle:

Subject: Approval of Instruments for Testing Career Education Hypotheses

The instruments enclosed with your letters dated April 26 and May 4, 1973, have been approved by the Superintendent's staff for administration in Career Education pilot schools and control schools. These instruments are listed below:

#1a Survey of Cluster Needs
1b Unit Evaluation Resource
2) (Identical instruments for Hypotheses 2, 3, and 4,
3) to survey counselors, teachers, and administrators
4) for attitude toward the new roles of counselors and occupational specialists.

5a Community Resources Inquiry (for Parents)
5b Parent Visitation Record
5c Teacher comments on Parent Visitation
6a Community Resources Inquiry (for Business and Industry persons) - same form as 5a
6b Industry Visitation Record
9a Parent Survey
10a Staff and Administrator Survey
11a Official Field Trip Request and Report
11b Process Diary of Activities
11c Attendance Record (for use of Teacher Consultants)
11d Student Reaction to Activity
14a Summer Workshop Application
14b Survey for Summer Workshop Emphasis
14d Workshop Skills Inventory

(continued)

Mrs. Myrtle E. Hunt May 7, 1973
Approval of Instruments

17a-d	Educational Awareness, K-14
18a-d	Economic Awareness, K-14
19a-f	Career Awareness, K-14
20b	Occupational Self-Concept, 4-14
21a-c	Career Planning Survey, 7-14
22a-b	Attitude toward Work and Occupational Choice, 7-14
23a-d	Employability Skills, 9-14
24a-b	Employment Entry Skills and Interests, 9-14

Sincerely,

Jack B. Shumate
Executive Assistant Superintendent
Vocational, Technical and Adult Education

JBS:s

INSTRUMENT #1

K-1
15 Minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
EDUCATIONAL AWARENESS

Directions to the Teacher:

1. Interview 20 of your students individually. For each student, record on the interview form the date, school, grade level and student name.

2. As a warmup for the interview, engage the student in a pleasant conversation about school by asking the student what he/she likes and/or dislikes about school.

3. Then ask the student each of the questions on the interview form. If you need to record student responses during the interview, sketch them as notes on a plain pad of paper. (The interview form has a tendency to distract the student during the interview).

   After the student has responded to a question, ask, "Can you think of any more?" Do this only once for each question.

4. After the interview, record all student responses on the interview form as you remember them. Please use no more than 15 minutes with each student.

INSTRUMENT #1

K-1
15 minutes

Date________________
School______________
Grade Level__________ Student Name________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EDUCATIONAL AWARENESS

1. Why do you need to know how to read and write?

2. Why do you need to know how to use numbers?

3. What kind of work do you like to do best?

4. What kind of work do you like to help other people do or watch other people do?

5. (Any miscellaneous student comments which come out during the interview)

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #2

4-6
10 minutes

Date____________________
School__________________
Grade Level______________ Student Name__________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EDUCATIONAL AWARENESS

DIRECTIONS: Put an X next to the sentence, either under I AGREE or under I DISAGREE.

I AGREE	I DISAGREE	
_______	__________	1. I am learing to listen more carefully in school.
_______	__________	2. I am learning about all the different workers we need to make our food, clothes and homes.
_______	__________	3. School is teaching me to do things with my hands.
_______	__________	4. When I like the teacher, I do my work better.
_______	__________	5. I believe most people enjoy their work.
_______	__________	6. The best way to learn about a job is to help someone work.
_______	__________	7. Most girls can work just as well as boys.
_______	__________	8. When I like my work, I do it better.
_______	__________	9. I like to see films about how things are sold.
_______	__________	10. Learning about jobs is as important as learning about other things.
_______	__________	11. We should have more people come to school and talk about their jobs.

THIS INSTRUMENT PRODUCED SOME SIGNIFICANT DIFFERENCES. (SEE DATA ANALYSIS PAGES.)

INSTRUMENT #2

I AGREE	I DISAGREE	
_____	________	12. I am learning how workers use whatever they learn in school.
_____	________	13. School is teaching me how I can earn money on a job.
_____	________	14. My parents can teach me everything I need to know about jobs.
_____	________	15. When I learn math, social studies. science and language, I learn about jobs, too.
_____	________	16. Students who are going to college should think about working before they get to college.
_____	________	17. I should be taught more about work while I am in school.
_____	________	18. School is helping me to decide what kind of work I will do when I am finished with school.
_____	________	19. In school I am learning to make things which I can sell.
_____	________	20. School is a place that I will come back to after I graduate.

INSTRUMENT #3

40 minutes
7 - 9

School ____________________
Grade Level ________________
Student ___________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EDUCATIONAL AWARENESS

We are interested in your feelings about some things. There are no right or wrong answers.

DIRECTIONS: Check each statement according to whether you strongly agree, agree, disagree, or strongly disagree.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
____	____	____	____	1. School helps me find out my strengths and weakness.
____	____	____	____	2. School has helped me to gain self-confidence.
____	____	____	____	3. I think many people get a lot of fun out of their work.
____	____	____	____	4. I think I will enjoy working on a full-time job some day.
____	____	____	____	5. I should be learning more about the many jobs which are required by our society.
____	____	____	____	6. I have learned why workers help each other on the job.
____	____	____	____	7. Most people can learn to do many different jobs if they try.
____	____	____	____	8. My teachers have encouraged me to think about jobs that I could do some day.
____	____	____	____	9. My school and community give me opportunities to explore many kinds of jobs that I could do some day.

THIS INSTRUMENT WAS DROPPED FROM TEST BATTERY. (SEE DATA ANALYSIS PAGES.

INSTRUMENT #3

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
______	______	______	______	13. I believe that I will be able to support my family.
______	______	______	______	14. In every subject at school, students should be told about jobs that relate to that subject.
______	______	______	______	15. Most students finish high school not knowing what kind of career they want.
______	______	______	______	16. Different kinds of workers visit my school to talk about their jobs.
______	______	______	______	17. Students should try several kinds of jobs before they leave high school.
______	______	______	______	18. Schools should teach students more about jobs.
______	______	______	______	19. Foreign language teachers should teach more about careers which use foreign languages.
______	______	______	______	20. Teachers of math often relate the subject matter to some job application.
______	______	______	______	21. Students should be allowed to miss regular classes in order to go on a field trip.
______	______	______	______	22. As part of the school program, students should be allowed to leave school during the day to go to work.
______	______	______	______	23. High school graduates are usually prepared for work.
______	______	______	______	24. Every student should graduate from high school with a skill which he or she can use to make money on a job.

INSTRUMENT #3

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
______	____	______	______	25. A high school student should receive credit toward graduation for any kind of supervised work, such as sales clerk, gas station attendant, political campaign worker, etc.
______	____	______	______	26. You don't need a college degree to be successful in life.
______	____	______	______	27. Every student should have at least one paying job before graduating from high school.
______	____	______	______	28. I know enough about myself and about job opportunities to choose my own occupation.
______	____	______	______	29. There will probably be a close relationship between my pay and my education.

INSTRUMENT #4

10-14
5 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
EDUCATIONAL AWARENESS

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their name, the date, school and grade level.
3. Explain that this is not a test, i.e., there are no right or wrong answers.
4. Answer any questions which will help the students to understand what the form is asking them to do.
5. Allow approximately 5 minutes for completion, and encourage all students to complete all the items.

INSTRUMENT #4

10-14
5 minutes

Date____________________
School____________________
Grade Level_______________ STUDENT'S NAME_________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EDUCATIONAL AWARENESS

DIRECTIONS: Check whether you (1) Strongly Agree, (2) Agree, (3) Disagree, or (4) Strongly Disagree with each statement.

Strongly Agree	Agree	Disagree	Strongly Disagree	
______	______	______	______	1. From what I have learned at school, I can plan my own career preparation and goals.
______	______	______	______	2. The amount of education that I get will determine the amount of enjoyment I will receive.
______	______	______	______	3. Education helps me in the use of my leisure time.
______	______	______	______	4. Most of my courses relate to the "real world" outside of school.
______	______	______	______	5. I have learned many things in school that I can apply in my work.
______	______	______	______	6. I have set some goals, and I know what I want to do in life.
______	______	______	______	7. I will enjoy using my skills and abilities on a full-time job.

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #4

Agree Strongly	Agree	Disagree	Strongly Disagree		
________	_____	________	_________	8.	I have learned that most employees have company-paid courses for employees who want to develop their skills more rapidly.
________	_____	________	________	9.	I will need to go back to school at different times during my life.
________	_____	________	________	10.	Many people are proud of their field of work and teach other people about it in classes after working hours.

INSTRUMENT #5

K-1
15 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

Directions to the Teacher:

1. Interview 20 of your students individually. For each student, record on the interview form the date, school, grade level and student name.

2. As a warmup for the interview, engage the student in a pleasant conversation about school by asking the student what things does he/she need in order to live?

3. Then ask the student each of the questions on the interview form. If you need to record student responses during the interview, sketch them as notes on a plain pad of paper. (The interview form has a tendency to distract the student). After the student has responded to each question, ask, "Can you think of any more?" Do this only once for each question.

4. After the interview, record all student responses on the interview form as you remember them. Please use no more than 15 minutes with each student.

INSTRUMENT #5

K-1
15 minutes

Date______________________

School____________________

Grade Level_______________ Student's Name__________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

1. If you want a toy or a candy bar from the store, how do you go about getting it?

2. If you want something a friend of yours has, but you have no money, what could you do to get that thing?

3. If your father or mother wanted to buy something at the store and didn't have enough money, is there a way they could get it anyway?

4. If you had some money, why would you like to save it instead of spending it?

5. (Any miscellaneous student comments during the interview which do not relate directly to the questions but which are relevant to the subject area)

THIS INSTRUMENT PRODUCED SOME SIGNIFICANT DIFFERENCES. (SEE DATA ANALYSIS PAGES.)

INSTRUMENT #6

2-3
15 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.

2. Ask the students to write their names, the date, school, and grade level at the top of the form.

3. Read the following directions to the students as a group:

"Boys and girls, we are interested in finding out how you feel about some things. It is not a test.

I will read each sentence aloud, and you may follow along.

The first 5 questions you will answer by putting an X under either YES or NO, next to each question."

(Read slowly and carefully questions 1-5 aloud, giving students time to check their answers. Be sure to explain any words which a student does not understand. Clear up any misunderstandings.)

4. Tell the students:

"Now I will read Questions 6-10 aloud so you can follow along. For each question, put an X in either the first space or the second space whichever you think is best."

(Read, explain, as in Instruction No. 3 above).

INSTRUMENT #6

2-3
15 MINUTES

DATE____________________

SCHOOL____________________

GRADE LEVEL____________________ STUDENT NAME____________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

DIRECTIONS: PUT AN X UNDER EITHER YES OR NO FOR EACH QUESTION, 1 THROUGH 5.

YES NO

____ ____ 1. DO WORKERS RECEIVE MONEY FOR WHAT THEY DO, TO BUY THE THINGS THEY NEED AND WANT?

____ ____ 2. CAN YOU TRADE WITH A FRIEND IF YOU HAVE SOMETHING HE WANTS AND HE HAS SOMETHING YOU WANT?

____ ____ 3. CAN THE MONEY YOU SAVE MAKE MORE MONEY FOR YOU?

____ ____ 4. DO PEOPLE OFTEN HAVE TO SAVE THEIR MONEY BEFORE THEY CAN GET THE EXTRA THINGS THEY WANT?

____ ____ 5. DO PEOPLE DEPEND ON OTHER PEOPLE FOR GOODS AND SERVICES?

DIRECTIONS: PUT AN X AFTER ONLY THE CORRECT PART OF EACH QUESTION 6 THROUGH 10.

6. MOST PEOPLE HAVE SOMETHING THEY DO NOT WANT____________
MOST PEOPLE WANT SOMETHING THEY DO NOT HAVE____________

7. YOU CAN BUY SOME THINGS WITH CREDIT WHEN YOU DON'T HAVE MONEY ____________. YOU MUST HAVE MONEY FOR EVERYTHING YOU WANT TO BUY____________

8. SOME PEOPLE DON'T MAKE ENOUGH MONEY ON THEIR JOBS TO GET THE FOOD AND CLOTHING AND SHELTER THAT THEY NEED FOR THEIR FAMILY____________. ALL WORKERS MAKE ENOUGH MONEY____________.

9. YOU MUST PUT ALL OF YOUR MONEY IN A BANK IF YOU WANT TO SAVE MONEY____________. SAVINGS MEANS PUTTING PART OF YOUR MONEY AWAY TO SPEND AT A LATER TIME____________.

10. PEOPLE WHO WORK IN STORES OR GASOLINE STATIONS MAKE PRODUCTS ____________. PEOPLE WHO WORK IN STORES OR GASOLINE STATIONS SELL GOODS AND SERVICES____________.

THIS INSTRUMENT WAS DROPPED FROM TEST BATTERY. (SEE DATA ANALYSIS PAGES.)

INSTRUMENT #7

4-5
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the instruments, and ask the group to write their names, the date, school and grade level at the top of the form.
3. Read the following instructions:
"Boys and girls, read each sentence, then put an X under either the column that says 'Agree' or the column that says 'Disagree.'
4. Help each child to understand what he is to do. Explain any words if they are having difficulty. Use only the first two questions as practice if you find it necessary to practice.
5. Allow 20 minutes for the test.

INSTRUMENT #7

4-6
20 minutes

Date____________________
School____________________
Grade Level______________ Student Name______________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

DIRECTIONS: Put an X next to the sentence, either under I AGREE or under I DISAGREE.

I AGREE	I DISAGREE	
_____	________	1. Most people have everything that they want.
_____	________	2. Something nice to have, like a fur coat, is called a luxury.
_____	________	3. A highly skilled job usually pays a higher salary or hourly rate than an unskilled job.
_____	________	4. Some people work at jobs they don't like because the job allows them to earn a very good salary.
_____	________	5. Because of the specialization of jobs in the United States, each of us depends upon many people for the goods and services that we need each day.
_____	________	6. We are all producers and consumers.
_____	________	7. People in one community may depend upon the work of people in other communities to produce goods or ship them the goods they need.
_____	________	8. An example of the division of labor is when your mother washes the dishes and your sister dries them and puts them away.
_____	________	9. When a large corporation goes out of business, there is little effect on the community in which it is located.
_____	________	10. We all pay for public services by paying taxes.
_____	________	11. A person can acquire money only by working for a salary.

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

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INSTRUMENT #7

I AGREE	I DISAGREE	
____	______	12. People all over the U. S. who work at the same job make the same amount of money
✓	______	13. Buying on credit usually increases the cost of goods and services that we need each day.
____	______	14. When you save enough money, there is the possibility of retiring from work.
____	______	15. The division of labor and the specialization of jobs makes goods and services cost more than when one person made the entire product.
____	______	16. No one person can produce everything he needs
____	______	17. Products that are not made nearby usually cost more because of transportation and storage costs.
____	______	18. It was easier to get what you needed to live in the early days of our country that it is today
____	______	19. The price you pay for goods and services depends primarily upon supply and demand.
____	______	20. Most people go into business to take a loss.

INSTRUMENT #8

7-14
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask each student to fill in their name, the date, school and grade level.
3. Help the students to understand the directions on the form.
4. Allow 10 minutes for completion.

INSTRUMENT #8

7-14
30 minutes

Date_______________________
School_______________________
Grade Level___________________ Student Name______________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ECONOMIC AWARENESS

DIRECTIONS: Tell whether you Agree or Disagree with the following statements.

AGREE DISAGREE

_____ ________ 1. A person can bring in money only by working for a salary or an hourly rate.

_____ ________ 2. Buying on credit increases the cost of whatever you buy.

_____ ________ 3. When enough money is saved, you have the option of retiring from work.

_____ ________ 4. Stock market investments can produce greater fortunes in a shorter amount of time than real estate investment.

_____ ________ 5. The division of labor and specialization makes goods and services cost more than when one person made the entire product.

_____ ________ 6. "Gross Pay" is the amount of money you take home.

_____ ________ 7. Hospitalization is cheapest when subscribed through a group plan.

_____ ________ 8. No States have the right to tax your income; this is a job of the Federal Government.

_____ ________ 9. Automobile insurance is cheaper for the person who is under 26 years of age.

_____ ________ 10. Name brand products are usually more economical and of better quality than off-brand products.

_____ ________ 11. The greater the salary received for performing a job the greater the personal satisfaction associated with the job.

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #8

AGREE DISAGREE

_____ ________ 12. White-collar jobs usually have associated with them higher status level than blue-collar jobs.

_____ ________ 13. Buying on credit is easier than buying with cash until you have to pay for it.

_____ ________ 14. You have to go to college to get a good-paying job.

_____ ________ 15. Most people can get a scholarship or loan to continue their education.

INSTRUMENT #9

2-3
30 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY

CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly. Pass out the forms - one for each student.
2. Ask each student to write their name, the date, school, and grade level at the top of the form.
3. Read the following instructions to the group. "Boys and girls, please write down on your paper as many different jobs or kinds of work as you can think of. Fill all three columns of the paper if you can think of that many different kinds of workers."
4. Help each child to understand what he/she is to do. The children will have questions on spelling. Use only the jobs of "teacher" and "doctor" as examples.
5. Allow no more than 30 minutes for the test.

INSTRUMENT #9

2-3
30 minutes

Date ______________________
School ______________________
Grade Level ________________ Student Name ______________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

JOBS OR OCCUPATIONS	JOBS OR OCCUPATIONS	JOBS OR OCCUPATIONS

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
SEE DATA ANALYSIS PAGES.

INSTRUMENT #10

4-6
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Ask the students to write their name, the date, school and grade level at the top of the form.
3. Read the following instructions to the group. "Boys and girls, please write down as many different jobs or kinds of work under "occupations" as you can think of. Then, after you have written down your list of jobs, check if a person must go to a special school (like college, vocational school, private school, university, etc.) in order to do the job, and/or if you think on-the-job training is more usually required, then put a check under on-the-job training."
4. Use only the jobs of "teacher" and "doctor" as examples of occupations.
5. Help each child to understand what he/she is to do. The children will have questions on spelling; please answer these quietly so as not to lead the other students. Announce that this is not a test so spelling will not count.
6. Allow 20 minutes for the test.

INSTRUMENT #10

4-6
20 minutes

Date_______________________
School_______________________
Grade Level__________________ Student Name_________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

DIRECTIONS: Write down all the different jobs or kinds of work that you can think of. Then go back and check whether you think Special School or On-the-Job Training is required.

Jobs or Occupations	Special School	On-the-Job Training	Jobs or Occupations	Special School	On-the-Job Training

THIS INSTRUMENT PRODUCED SOME SIGNIFICANT DIFFERENCES. (SEE DATA ANALYSIS PAGES.)

INSTRUMENT #11

7-9
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.

2. Ask the students to write their name, the date, school, and grade level at the top of the form.

3. Read the following instructions to the group. "Boys and girls, please write down as many different jobs or kinds of work under "occupations" as you can think of. Then, after you have written down your list of jobs, check if a person must go to a special school (like college, vocational school, private school, university, etc.) in order to do the job, and/or if you think on-the-job training is more usually required, then put a check under on-the-job training.

4. Use only the jobs of "teacher" and "doctor" as examples of occupations.

5. Help each child to understand what he/she is to do. The students will have questions on spelling, please answer these quietly so as not to lead the other students. Announce that this is not a test, so spelling will not count.

6. Allow 20 minutes for the test.

INSTRUMENT #11

7-9
20 minutes

Date____________________
School__________________
Grade Level______________ Student Name________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions: Write down all the different jobs or kinds of work that you can think of. Then go back and check whether you think Special School or On-the-Job-Training is required.

Jobs or Occupations	Special School	On-the-Job Training	Jobs on Occupations	Special School	On-the-Job Training

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #12

10-14
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their name, the date, school and grade level.
3. Ask the students to list all the occupations they can think of and check in the appropriate column how or where a person usually learns how to do that kind of work.
4. Answer any questions which will help the students to understand what the form is asking them to do.
5. Allow approximately 20 minutes for completion.

INSTRUMENT #12

10-14
20 minutes

Date ______________________
School ______________________
Grade Level ______________________

Student Name ______________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL AWARENESS

DIRECTIONS:

1. List all the jobs or occupations you can think of. (If you know more jobs than you have lines, start on a second sheet.)

2. After you make your list, go back and decide how a person learns to do each job you named. Put a checkmark under the space you think shows how or where a person usually learns how to do that kind of work.

Occupations	High School	Vocational School	College, University	Formal Apprenticeship	Don't Know	On-Job Training

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #13

2-3
15 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.

2. Ask the students to write their name, the date, school, and grade level at the top of the form.

3. Read the following instructions to the students as a group:

   "Boys and girls, please put an X in either the first or second space in each sentence--whichever you think is most correct. I will read each sentence aloud and you may follow along. Mark your answer after I read each sentence."

4. Explain any words which a student does not understand; clear up any misunderstandings.

INSTRUMENT #13

2-3
15 minutes

Date____________________
School__________________
Grade Level______________ Student Name________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

DIRECTIONS: Put an X in either the first or second space in each sentence, whichever you think is best.

1. Does a farmer milk cows______________, or does a farmer fight with bulls______________?
2. Does a painter work with a saw____________, or does a painter work with a brush,__________________?
3. Does a veterinarian work only with horses_______________, or does a veterinarian work with all kinds of animals_____________?
4. Does a secretary work with a typewriter______________ or does a secretary work with a computer_____________?
5. Does a carpenter work with a computer______________ or does a carpenter work with his hands________________?
6. Does a baker plant corn_____________ or does a baker work with an oven__________________?
7. Does a nurse need to go to school longer than a doctor__________ or does a doctor go to school longer than a nurse_____________?
8. Does a minister go to a special school for ministers__________ or does a minister work in a pharmacy_______________?
9. Does a mailman come home with grease on his clothes__________ or does a mechanic come home with grease on his clothes________?
10. Does an editor work on a newspaper_________ or does an editor work behind the window at the bank_______________?

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #14

4-6
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

DIRECTIONS TO THE TEACHER:

1. Select 20 students randomly.

2. Pass out the instruments, and ask the group to write their names, the date, school and grade level at the top of the form.

3. Read the following instructions:

   "Boys and girls, please read each line, then put an M next to the 5 jobs which are Most Important to the people in your neighborhood. (Be sure you make no more than 5 M's) .

   Put an L next to the 5 jobs which are Least Important to the people in your neighborhood. (Make sure you make no more than 5 L's)."

4. Help each child to understand what he is to do. Explain any words if they are having difficulty.

5. Allow 10 minutes for the test.

INSTRUMENT #14

4-6
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions: Put an M next to the 5 jobs which are MOST IMPORTANT to the people in your neighborhood. (Make sure you make no more than 5 M's).

Put an L next to the 5 jobs which are LEAST IMPORTANT to the people in your neighborhood (Make sure you make no more than 5 L's)

______ Actor

______ Store Clerk

______ Garbage Collector

______ Hotel Clerk

______ Truck Driver

______ Car Mechanic

______ Carpenter

______ Plumber

______ Television Repairman

______ Bus Driver

______ Secretary

______ Game Warden

______ Typist

______ Mailman

Date ______________________________
School ____________________________
Grade Level ________________________ Student Name ________________

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #15

7-9
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the instruments and ask the group to write their name, date, school, and grade level at the top of the form.
3. Read the following instructions:

"Please read each line, then put an X next to the one best answer for each question."

4. Help each student to understand what he is to do. Explain any words if they are having difficulty.
5. Allow 10 minutes for the test.

INSTRUMENT #15

7-9
10 minutes

Date____________________
School__________________
Grade Level______________ STudent Name________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

DIRECTIONS: Put an X next to the one best answer for each question.

Example: Which of the following is not in the field of education?

a. ____ Teacher
b. __x__ Doctor
c. ____ Counselor
d. ____ Occupational Specialist

1. Who works in the field of construction?

a, ____ Policeman
b. ____ Salesman
c. ____ Carpenter
d. ____ Lawyer

2. Who usually finances the play:

a. ____ Director
b. ____ Producer
c. ____ Stage Manager
d. ____ Showgirls

3. Who works most closely with the actors?

a. ____ Director
b. ____ Producer
c. ____ Electrician
d. ____ Reporters

4. Who works the most with the pilot?

a. ____ Mechanic
b. ____ Stewardess
c. ____ Baggageman
d. ____ Navigator

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #15

5. Who is not in the field of Education?
a. ____ Counselor
b. ____ Principal
c. ____ Teacher
d. ____ Minister

6. Who works closely with the Doctor?

a. ____ Veterinarian
b. ____ X-Ray Technician
c. ____ Insurance Salesman
d. ____ Dental Assistant

7. Who does not work in the field of Welfare?

a. ____ Social Worker
b. ____ Submarine Officer
c. ____ Counselor
d. ____ Practical Nurse

8. Who requires the least training?

a. ____ Professional Athlete
b. ____ Milkman
c. ____ Lawyer
d. ____ Farmer

9. Which occupation would we call professional?

a. ____ Lawyer
b. ____ Mechanic
c. ____ Barber
d. ____ Truck Driver

10. Which occupation requires great ability to speak before small groups?

a. ____ Advertising Executive
b. ____ Secretary
c. ____ Pilot
d. ____ Door-to-Door Salesman

INSTRUMENT #15

11. Which person works closest with an Architect?

a. ____ Computer Operator
b. ____ Doctor
c. ____ Bricklayer
d. ____ Mechanical Engineer

12. Which occupation would we call skilled?

a. ____ Salesman
b. ____ Farmer
c. ____ Tool and Die Maker
d. ____ Doctor

13. Who works closest with the reporter?

a. ____ Copy Desk Chief
b. ____ Publisher
c. ____ Advertising Salesman
d. ____ Secretary

14. The counselor works mostly with the

a. ____ Teacher
b. ____ Parent
c. ____ Student
d. ____ Secretary

15. Who does not work with Animals?

a. ____ Veterinarian
b. ____ Feed Store Owner
c. ____ Game Warden
d. ____ Bull Fighter

16. Who requires a College Education?

a. ____ Policeman
b. ____ Mechanic
c. ____ Counselor
d. ____ Mailman

INSTRUMENT #15

17. Who must know the most about grammar?

a. ____ Secretary
b. ____ Typist
c. ____ Doctor
d. ____ Computer Programmer

18. Who works with the least complicated ideas?

a. ____ Scientist
b. ____ Lawyer
c. ____ Teacher
d. ____ Businessman

19. Which job requies the most education?

a. ____ Nurse
b. ____ Businessman
c. ____ Newspaper Reporter
d. ____ Psychoanalyst

20. In the next 30 years, occupations will probably change

a. ____ Unpredictably
b. ____ Gradually
c. ____ Very Much
d. ____ About the same as the last 30 years

INSTRUMENT #16

10-14
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the instruments, and ask the group to write their names, the date, school and grade level at the top of the form.
3. Read the following instructions:

   "Please read each line, then put an X next to the one best answer for each question".

4. Help each student to understand what he is to do. Explain any words if they are having difficulty.
5. Allow 20 minutes for the test.

INSTRUMENT #16

10-14
20 minutes

Date____________________
School____________________
Grade Level________________

Student Name________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER AWARENESS

DIRECTIONS: Put an X next to the one best answer for each question.

Example: Which of the following is not in the field of education?

a. ______ Teacher
b. __X__ Doctor
c. ______ Counselor
d. ______ Occupational Specialist

1. Who requires the least training?

a. ______ Professional Athlete
b. ______ Milkman
c. ______ Lawyer
d. ______ Farmer

2. Which occupation would we call professional?

a. ______ Lawyer
b. ______ Mechanic
c. ______ Barber
d. ______ Truck Driver

3. Which occupation requires great ability to speak before small groups?

a. ______ Advertising Executive
b. ______ Secretary
c. ______ Pilot
d. ______ Door-to-Door Salesman

4. Which person works closest with an Architect?

a. ______ Computer Operator
b. ______ Doctor
c. ______ Bricklayer
d. ______ Mechanical Engineer

THIS INSTRUMENT PRODUCED SO[illegible] SIGNIFICANT DIFFERENCES. (SEE DATA ANALYSIS PAGES.)

[redacted]

INSTRUMENT #16

5. Which occupation would we call 'skilled' and not 'professional'?

a. ______ Salesman
b. ______ Farmer
c. ______ Tool and Die Maker
d. ______ Doctor

6. Who works closest with the reporter?

a. ______ Copy Desk Chief
b. ______ Publisher
c. ______ Advertising Salesman
d. ______ Secretary

7. The counselor works mostly with the

a. ______ Teacher
b. ______ Parent
c. ______ Student
d. ______ Secretary

8. Who does not work with Animals?

a. ______ Veterinarian
b. ______ Feed Store Owner
c. ______ Game Warden
d. ______ Bull Fighter

9. Who requires a College Education?

a. ______ Policeman
b. ______ Mechanic
c. ______ Counselor
d. ______ Mailman

10. Who must know the most about grammar?

a. ______ Secretary
b. ______ Typist
c. ______ Doctor
d. ______ Computer Programmer

11. Who works the least with complicated ideas?

a. ______ Scientist
b. ______ Lawyer
c. ______ Electrician
d. ______ Businessman

INSTRUMENT #16

12. Which job requires the most education?

a. _____ Nurse
b. _____ Businessman
c. _____ Newspaper Reporter
d. _____ Psychoanalyst

13. In the next 30 years, occupations will probably change

a. _____ Unpredictably
b. _____ Gradually
c. _____ Very much
d. _____ About the same as the last 30 years

14. Which of the following high school programs should a student take if he/she is planning to be a teacher?

a. _____ General
b. _____ Vocational
c. _____ Academic
d. _____ College Preparatory

15. An Engineer must have

a. _____ A high school diploma
b. _____ One or two years of junior college or vocational technical school.
c. _____ Four or five years of college
d. _____ A high school diploma with course in industrial arts and mechanical drawing

16. Which of the following persons would have the most authority in his job?

a. _____ Chairman of the Board
b. _____ Vice President of Marketing
c. _____ Store Clerk
d. _____ Plant Manager

17. Which of the following broad groups of occupations is expected to grow the most in the immediate future?

a. _____ Clerical, such as Secretary
b. _____ Outdoors, such as Policeman
c. _____ Technical, such as Airplane Mechanic
d. _____ Service to others, such as Nurse

INSTRUMENT #16

18. Which class of jobs requires the most formal education?

a. _____ Skilled
b. _____ Professional
c. _____ Semi-skilled
d. _____ Unskilled

19. The School Guidance Counselor may

a. _____ Tell a student what his test scores mean
b. _____ Listen to a student's personal problem
c. _____ Help the student find information about a job.
d. _____ All of the above

20 Printed information about occupations and careers

a. _____ Is always accurate and up-to-date
b. _____ Should be studied to determine if it is accurate and up-to-date
c. _____ Is always inaccurate and outdated
d. _____ Is of no value in learning about occupations and careers

21. Which of the following group of workers is hardest hit by national unemployment?

a. _____ Semi-skilled
b. _____ Craftsmen
c. _____ Unskilled
d. _____ Professional

22. Apprentice training is always conducted

a. _____ In all U. S. factories
b. _____ In colleges and universities
c. _____ Under the direction of a skilled craftsman
d. _____ By the U. S. Government

23. A company Organizational Chart

a. _____ Is used to show workers how to carry out their jobs in the company
b. _____ Is used to show lines of authority within the company
c. _____ Is an alphabetical listing of all employees in the company
d. _____ Is a map showing the locations of other offices in the company

INSTRUMENT #16

24. An employer may not fire a person due to race, sex or religion, because

a. _____ It is "teamwork" that produces efficiency on the job
b. _____ State Departments of Labor have a regulation against it
c. _____ It is illegal under Federal law
d. _____ It disrupts the company organization charts

25. There are jobs for women in

a. _____ Almost all fields
b. _____ Only where men don't work
c. _____ Only in "Social Welfare" jobs
d. _____ Only in Office Work, Teaching, Nursing and the Airlines

[redacted]

[redacted]

INSTRUMENT #17

4-14
40 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

Directions to the Teacher:

Take the students through each step listed below. Give them as much time as they need to complete each step before reading the next step to them, within reasonable limits. 40 minutes will be allowed for the entire test.

1. "First, fill out the three lines at the top left: date, school, and grade level. Write your name on the line at the top right.

2. "We will work with the first two columns at the lefthand side. First, put a checkmark next to all of the occupations you are interested in. Do this by checking one of the two columns at the left. Check either 'STRONG INTEREST' or 'AVERAGE INTEREST.' If you are not interested in a particular occupation, don't check either column."

   (ALLOW TIME FOR STUDENTS TO COMPLETE THIS STEP BEFORE GOING ON. AS THE STUDENTS FINISH THIS STEP, SAY THAT THEY MAY WANT TO LOOK THE PAGES OVER TO SEE IF THEY HAVE CHECKED EVERYTHING THEY ARE INTERESTED IN. IF MOST STUDENTS ARE FINISHED, MENTION THAT THE OTHERS MAY HAVE TIME LATER TO FINISH THESE LEFT COLUMNS, THEN START EVERYONE ON THE NEXT STEP TOGETHER.)

3. "Next, if you are interested in an occupation which wasn't listed, write it on one of the blank lines at the bottom of an occupational group, then put a checkmark in one of the columns at the left. Try to write it on the appropriate page for that occupational group."

4. "Now we will work on the first two columns at the right--just after the jobs that are listed. For each occupation that you checked at the left, put a checkmark in one of the two columns--either "STRONG ABILITY" or "AVERAGE ABILITY"--whichever you think you have for that particular job."

   (TELL THE STUDENTS TO RECHECK TO MAKE SURE THEY HAVE THOUGHT OF EVERYTHING THEY MIGHT LIKE TO DO, BEFORE GOING TO THE NEXT STEP.)

5. "Now we will work on the last three columns. For every job that you checked, put a checkmark in one of those three columns, under 'I ALREADY HAVE A JOB IN THIS FIELD,' 'I AM GOING TO WORK IN THIS FIELD,' or 'I WOULD LIKE TO WORK IN THIS FIELD.'"

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name____________________ Grade Level_____ Date__________ School_______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		AGRI-NATURAL RESOURCES:					
		Anthropologist					
		Archeologist					
		Biologist					
		Botanist					
		Chemist					
		Farmer					
		Geologist					
		Horticultural Technician					
		Metallurgical Engineer					
		Miner					
		Tree Surgeon					
		Zoologist					

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name______________________ Grade Level_____ Date____________ School________________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		BUSINESS AND OFFICE:					
		Accountant or Bookkeeper					
		Bank Teller					
		Budget or Cost Control Analyst					
		Business or Franchise Operator					
		Computer or Office Machine Operator					
		Inventory or Payroll Administrator					
		Keypunch Operator or Edit Clerk					
		Personnel or Office Manager					
		Receptionist or Clerk Typist					
		Secretary/Stenographer/Transcriber					
		Systems Analyst or Programmer					
		Tax or Financial Analyst					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name____________________ Grade Level_____ Date___________ School_________________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		CONSTRUCTION:					
		Architect					
		Bricklayer or Hod Carrier					
		Carpenter or Plumber					
		Civil Engineer or Surveyor					
		Construction Engineer or Inspector					
		Electrician					
		Estimator					
		Heavy Equipment Operator					
		Landscaper					
		Painter or Roofer					
		Plasterer or Tile Setter					
		Steel Worker					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name________________ Grade Level_____ Date__________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		ENVIRONMENTAL:					
		Astronomer					
		Conservationist					
		Ecologist					
		Forester or Ranger					
		Laboratory Technician					
		Meteorologist					
		Pest Exterminator					
		Physicist					
		Pollution Inspector					
		Urban Planner					
		Weather Observer					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name______________________ Grade Level_____ Date___________ School________________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		FINE ARTS AND HUMANITIES: Actor/Actress					
		Author/Novelist/Free-Lance Writer					
		Art Dealer					
		Artist					
		Cartoonist					
		Choreographer					
		Composer/Scorewriter					
		Costume Designer					
		Dancer					
		Dramatics Coach					
		Director					
		Musician					
		Painter					
		Playwright					
		Poet					
		Producer					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name____________________ Grade Level____ Date__________ School_______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		FINE ARTS & HUMANITIES Continued: Prop Man/Grip					
		Sculptor					
		Singer					
		Stage Lighting Technician					
		Stage Manager					
		Stage Set Designer					
		Symphony Conductor					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name______________________ Grade Level_____ Date___________ School_______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		HEALTH: Ambulance Driver					
		Braille or Mental Health Technician					
		Dentist or Dental Technician					
		Dietician					
		Medical Doctor or Hospital Administrator					
		Medical Photographer/Artist					
		Nurse or Nurse's Aide					
		Optometrist or Optician					
		Pharmacist or Drug Clerk					
		Physical Therapist					
		Psychologist or Psychiatrist					
		X-Ray or Laboratory Technician					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name______________ Grade Level_____ Date__________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		HOTEL AND RECREATION:					
		Amusement Park Operator					
		Bartender/Barmaid					
		Chef/Cook/Dietician/Busboy/ Dishwasher					
		Desk Clerk/Bellman/Porter/Maid					
		Golf or Tennis Club Operator					
		Hotel/Restaurant/Night Club Manager					
		Master of Ceremonies					
		Museum or Art Gallery Operator					
		Professional Athlete					
		Sports Promoter					
		Waiter/Waitress					
		Zoo or Kennel Operator					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name________________ Grade Level____ Date__________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		MANUFACTURING:					
		Assembly Line Worker					
		Cabinet Line Worker					
		Design or Product Engineer					
		Draftsman					
		Electrical Engineer					
		Quality Control Inspector					
		Industrial Relations Specialist					
		Machinist					
		Mechanical Engineer					
		Tool and Die Maker					
		Warehouseman or Shipping Clerk					
		Welder or Metal Worker					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name__________________ Grade Level_____ Date___________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		MARINE SCIENCE: Biologist					
		Charter Boat Captain					
		Deep Sea Diver					
		Fishing Vessel Operator					
		Merchant Marine Officer					
		Mineral or Marine Life Conservationist					
		Ocean Cartographer					
		Offshore Oil Driller					
		Salvage Ship Operator					
		Seafood Processor or Inspector					
		Underwater Construction Worker					
		Water Analyst					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name__________________ Grade Level____ Date__________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		MARKETING AND DISTRIBUTION: Accounts Receivable Clerk					
		Broker or Speculator					
		Buyer					
		Cashier or Bag Boy					
		Display Specialist					
		Import/Export Specialist					
		Inventory Control Clerk					
		Market Researcher					
		Public Relations or Advertising Executive					
		Salesman or Manufacturer's Representative					
		Security Guard/Custodian/Janitor					
		Store Owner or Sales Manager					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name________________ Grade Level_____ Date__________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		MASS COMMUNICATIONS AND MEDIA: Cameraman					
		Commercial Artist/Illustrator					
		Electronics Technician					
		Film Processor/Photo Engraver					
		Lithographer					
		News Reporter/Editor					
		Publisher/Bookbinder/Printer					
		Radio/TV Announcer/ Disk Jockey					
		Radio Operator/Engineer					
		Sign Painter					
		Telephone Repairman/Lineman					
		Telephone or Telegraph Operator					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name________________ Grade Level____ Date__________ School______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		PERSONAL SERVICES:					
		Barber or Hair Stylist					
		Bondsman					
		Clergyman/Justice of the Peace					
		Cosmetologist or Beautician					
		Health Foods Operator					
		Lawyer					
		Marriage Counselor					
		Masseuse or Health Club Operator					
		Mortician					
		Pet Groomer or Obedience Trainer					
		Photographer					
		Veterinarian					

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name____________________ Grade Level____ Date__________ School_______________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		PUBLIC SERVICE AND GOVERNMENT:					
		Building Inspector					
		Bus Driver					
		City Manager/Councilman/Mayor					
		Congressman/Senator/Representative					
		Consumer Affairs Agent					
		Customs Inspector					
		Fireman					
		Food & Drug Public Health Inspector					
		Game Warden					
		Garbage Collector					
		Gas, Power, Water, Sewage Worker					
		Highway and Street Engineer					
		Judge or Clerk of Court					
		Juvenile Delinquency Specialist					
		Librarian					

INSTRUMENT #17

4-14
40 Minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

Student Name________________________ Grade Level____ Date___________ School__________________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		PUBLIC SERVICE & GOVERNMENT Continued:					
		Military					
		Missionary					
		Parks and Recreation Worker					
		Policeman or Rescue Squad Member					
		Post Office Worker or Mailman					
		Prison Guard					
		Tax or Public Records Clerk					

[redacted]

INSTRUMENT #17

PINELLAS COUNTY CAREER EDUCATION SURVEY
OCCUPATIONAL SELF-CONCEPT

4-14
40 Minutes

Student Name____________________ Grade Level____ Date__________ School____________

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		TRANSPORTATION: Air Traffic Controller					
		Conductor/Porter/Baggage Man					
		Filling Station Attendent					
		Freight Handler or Dock Loader					
		Mechanic					
		Pilot/Navigator/Astronaut/ Stewardess					
		Railroad Engineer/Yard Worker/ Brakeman					
		Rocket Launch Worker					
		Ship Captain/Steward/Seaman					
		Taxi or Truck Driver					
		Ticket Agent or Dispatcher					
		Travel Agent or Tourist Guide					

INSTRUMENT #18

7-9
15 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER PLANNING SURVEY

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Explain that this is not a test. It is a survey of their present and future plans.
4. You are at liberty to provide the students with as much help as they require in understanding what the form is asking of them.
5. Most students should finish in 15 minutes, but if a student requires more time, every effort should be made to complete the form.

INSTRUMENT #13

7-9
15 minutes

Date____________________
School____________________
Grade Level__________________ Student Name____________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER PLANNING SURVEY

DIRECTIONS: Please answer the following questions to the best of your ability.

1. Circle the letters at the left of the items which you consider part of your present plans.

   a. Complete high school

   b. Get a job before leaving high school

   c. Get a job after leaving high school

   d. Keep the job you have now.

   e. Become an apprentice in an industrial program.

   f. Go on to a trade or technical school.

   g. Go on to college or a university

   h. Continue your education on a part-time basis.

   i. Travel before getting a job.

   j. Be a housewife.

   k. Join the Military.

   l. Other (describe)______________________________

   m. No plans at the present time.

2. If you are working now, what is your work?

____

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #18

Please Circle YES or NO in answer to the following questions:

YES NO 3. If you are not working, do you have a job lined up?

YES NO 4. Are you presently enrolled in courses which relate to your future plans?

YES NO 5. Are you satisfied with the way in which the courses most important to you are being taught? If NO, please explain

____

____

YES NO. 6. Have you read any of the college or vocational school catalogs? If YES, which ones?____________________

____

YES NO 7. Do you already have a career in mind? If YES, please explain:____________________________________

____

8. How many people from the community visited your classroom during this school year to tell you about their kind of work?__________ What did you gain from these experiences? ____________________

____

9. How many school assemblies or large group meetings did you attend during the school year where people talked about their jobs? ____ What did you gain from these experiences?____________________

____

10. How many class trips did you take during the school year to observe work being performed?________ What did you gain from these experiences?____

11. How many class trips did you take to other places during the school year (e.g., museum, planetarium, civic center, etc.?__________ What did you gain from these experiences?____________________

____

12. How many times did you talk with your teachers during this school year about the kind of work you could do while in school or after graduation?____________________ What did you gain from these experiences?____________________________________

____

INSTRUMENT #13

13. How many conversations have you had with a guidance or vocational counselor during the school year?____________ What did you gain from these experiences?____
____

14. How many times did you talk with your parents about your future plans?______________ What did you gain from these experiences?
____

INSTRUMENT #19

10-14
25 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER PLANNING SURVEY

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask each student to fill in his name, the date, school and grade level.
3. Assist each student in understanding what the form requires.
4. Allow approximately 25 minutes for completion. Encourage every student to complete the form.

INSTRUMENT #19

10-14
25 minutes

Date____________________________
School__________________________
Grade Level______________________ Student Name______________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
CAREER PLANNING SURVEY

DIRECTIONS: Please answer the following questions to the best of your ability

1. Please circle theletters at the left of the items which you consider part of your present plans:

   a. Complete high school
   b. Get a job before leaving high school.
   c. Get a job after leaving high school.
   d. Keep the job you have now.
   e. Become an apprentice in an Industrial Program.
   f. Go on to a trade or technical school.
   g. Go to college or a university.
   h. Continue your education on a part-time basis.
   i. Travel before getting a job.
   j. Be a housewife.
   k. Join the Military.
   l. Other (describe______________________________________
   m. No plans at the present time.

2. If you are working now, where do you work?

____

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #19

Please circle YES or NO in answer to the following questions:

YES NO 3. If you are not now working, do you have a job lined up?

YES NO 4. Are you now enrolled in courses which relate to your future plans?

YES NO 5. Do you think new course offerings should be added to the school curriculum?

If YES, which ones? ____________________

____

YES NO 6. Do you think there are courses which could be dropped from the course of study?

If YES, which ones? ____________________

____

YES NO 7. Are you satisfied with the way in which the courses most important to you are being taught?

If NO, please explain ____________________

____

YES NO 8. Have you used your school guidance courses in developing your future plans?

YES NO 9. Do you already have a career in mind? If YES, Please explain: ____________________

____

YES NO 10. Have you filled out an application form for entrance into college or vocational school next fall?

YES NO 11. Have you read any of the college or vocational school catalogs?

YES NO 12. Is there training available for the job or career you are seeking? If NO, please explain ____________________

____

INSTRUMENT #19

YES NO 13. Have you been accepted by an institution of higher learning?

If YES, where? ______________________________

YES NO 14. Will you become involved in a family firm or profession?

If YES, please explain

YES NO. 15. Do you plan to look for a job outside of your community?

If YES, where? ______________________________

YES NO 16. Do you want to do Graduate Work?

YES NO 17. Do you believe you will be successful in your chosen job or career?

WHY? ______________________________

____

18. Do you want to graduate from a:

YES NO a. Four-year college or university

YES NO b. Two-year college

YES NO c. Technical or Business School

YES NO d. Other (explain) ______________________________

19. What position do you expect to have in 10 years?

____

20. In the job of your choice, you would most like to be:

a. Owner
b. Director
c. Manager or Supervisor
d. Skilled Employee
e. Unskilled Employee
f. Professional
g. Other ____________________

INSTRUMENT #19

21. How many different jobs have you had to date: Please list them in order of your preference for them:

Job	Volunteer or How Much Pay	Why did you leave?

22. How much do you expect to earn on your first fulltime job?

______ Do you consider this a good starting income?

YES NO

23. During the previous year, how many people from the community visited your classroom to tell you about their jobs and the kind of work they do?______What did you gain from these experiences?______

______

24 During the previous year, how many school assemblies or large group meetings did you attend where people talked about their jobs?

______ What did you gain from these experiences?

______

______

25. During the previous year, how many class trips did you take to observe work being performed?______

What did you gain from these experiences?______

______

26 During the previous year, how many class trips did you take to other places of possible career interest, e.g., museum,

INSTRUMENT #19

planetarium,civic center, etc.?________________ What did you gain from these experiences?______________________________

____

27. During the previous year, how many times did you talk to your teachers about the kind of work you could do while in school or after graduation?__________ What did you gain from these experiences?____

____

28. During the previous year, how many times did you talk with your parents about your future plans? _______________ What did you gain from these experiences?________________________________

____

29. During the previous year, how many conversations have you had with a guidance or vocational counselor? _________________, What did you gain from these experiences?________________________________

____

30. During the previous year, how many times did you talk with a state or commercial employment service?________________, What did you

gain from these experiences?___________________________________

____

31 Who helped you the most in making plans for your future? (Please circle the appropriate letter)

a. Parents

b. Friends

c. Teacher

d. School Counselors

e. School Administrators

f. Other (explain)____

____

INSTRUMENT #19

32. How well do you feel your school has prepared you for your future job or career?

____

____

____

Suggestions for improvement?__________________________

____

____

____

INSTRUMENT #20

7-9
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ATTITUDES TOWARD CAREER PLANNING

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their name, the date, school and grade level.
3. Explain that this is not a test; there are no right or wrong answers.
4. You are at liberty to provide the students with some assistance if they do not understand the contrast between Strongly Agree, Agree, Disagree, Strongly Disagree--and you can use the first two questions with the class if they need practice.
5. Allow approximately 10 minutes for completion--encourage all students to complete all 25 items.

INSTRUMENT #20

7-9
10 minutes

Date________
School________
Grade Level________
Student Name____________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ATTITUDES TOWARD CAREER PLANNING

Directions: Check each item according to whether you strongly agree, agree, disagree or strongly disagree:

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
____	____	____	____	1. Work is necessary for the preservation of our society.
____	____	____	____	2. I will always work at something, even after retirement.
____	____	____	____	3. One occupation is as good as another.
____	____	____	____	4. To make a successful career decision, I need to know the kind of person I am.
____	____	____	____	5. Luck or chance will play a small part in my choice of a career.
____	____	____	____	6. I should make up my own mind about my career choices.
____	____	____	____	7. My school grades can help me decide which career to follow.
____	____	____	____	8. My present interests are my best clues which careers to explore.
____	____	____	____	9. My strengths are more important than my weaknesses in making career decisions.

THIS INSTRUMENT WAS DROPPED FROM TEST BATTERY. (SEE DATA ANALYSIS PAGES.)

INSTRUMENT #20

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
____	____	____	____	10. My parents are a good source of information about which career to follow.
____	____	____	____	11. There is only one "right" occupation for me.
____	____	____	____	12. My home life and parents' income and education will have only a minor effect on my career education.
____	____	____	____	13. I will probably decide what my occupation will be, only after I leave college.
____	____	____	____	14. Tests can help me decide which career to follow.
____	____	____	____	15. A person should not begin preparing for an occupation until he is out of high school.
____	____	____	____	16. The best time to choose a career is in elementary school.
____	____	____	____	17. My teachers are a good source of information about which career to follow.
____	____	____	____	18. My counselor is a good source of information about which career to follow.
____	____	____	____	19. I will probably keep the same job all of my life.
____	____	____	____	20. I will retire when I am still young enough to enjoy it, regardless of my work.
____	____	____	____	21. School is a valuable experience when learning about careers

INSTRUMENT #20

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
________	______	________	________	22. Field trips provide valuable experiences when learning about careers.
________	______	________	________	23. Workers who visit school provide valuable experiences when learning about careers.
________	______	________	________	24. A 'career' can be a series of several jobs within an occupational field.
________	______	________	________	25. A person can be tense and worried in one job and yet be relaxed in another job.

INSTRUMENT #21

7-9
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ATTITUDES TOWARD WORK

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the student to fill in their name, the date, school and grade level.
3. Explain that this is not a test - there are no right or wrong answers.
4. Answer any questions which will help the student understand what the form is asking them to do.
5. Allow approximately 10 minutes for completion - encourage all students to complete all 20 items.

INSTRUMENT #21

7-9
10 minutes

Date________________
School_______________
Grade Level___________ Student Name____________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ATTITUDES TOWARD WORK

DIRECTIONS: Check each item according to whether you Strongly Agree, Agree, Disagree, or Strongly Disagree

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
				1. I will make a better-than-average income.
				2. I will be able to provide for my family and myself.
				3. I will have chances to get ahead in my work.
				4. I will be happy working the regular (40-hour) week.
				5. I will be in contact with people I like.
				6. I will be my own boss.
				7. I will have a strong interest in whatever I do.
				8. My work will make the world a more beautiful place.
				9. My work will pay according to its worth to society.
				10. Many people are in occupations which they consider glamorous
				11. I will be able to work in the community of my choice.

THIS INSTRUMENT WAS DROPPED FROM TEST BATTERY. (SEE DATA ANALYSIS PAGES.)

INSTRUMENT #21

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
______	____	______	______	12. I will be able to schedule my vacations well in advance, and take then regardless of the requirements of my job.
______	____	______	______	13. My occupation will determine my choice of friends.
______	____	______	______	14. My occupation will determine the way I will live (my life-style).
______	____	______	______	15. I will be happy in my work.
______	____	______	______	16. I will supervise the work of other people.
______	____	______	______	17. Labor union look after the needs of the workers.
______	____	______	______	18. Management and businessmen look after the needs of workers.
______	____	______	______	19. Insurance companies look after the needs of workers.
______	____	______	______	20. By preparing myself well, I am assured of getting the job I want.

INSTRUMENT #22

7-14
15 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
ATTITUDES TOWARD WORK

DIRECTIONS TO THE TEACHER:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Explain that this is not a test--there are no right or wrong answers.
4. Answer any questions which will help the students to understand what the form is asking them to do.
5. All approximately 15 minutes for completion. Encourage all students to complete all the items.

INSTRUMENT #22

7-14
15 minutes

Date__________________
School________________
Grade Level___________ Student Name_____________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
ATTITUDES TOWARD OCCUPATIONAL CHOICE

DIRECTIONS: Read through all items first. Then circle the number in front of the items which you consider MOST IMPORTANT when choosing a job.

I WANT A JOB WHICH WILL:

1. Pay me a better than average income
2. Pay me enough money to provide for my family and myself.
3. Offer me chances for advancement and promotion.
4. Allow me to work in the community of my choice.
5. Allow generous fringe benefits and great freedom in choosing when I will take my vacation.
6. Allow me to work by the project, rather than by the hour or day, so that I can work at my own pace.
7. Provide me with daily contact with other workers I like.
8. Allow me to meet the "right" people.
9. Allow me to live the way I want to.
10. Insure my happiness in my work over the years.
11. Allow me to be my own boss.
12. Allow me to supervise work done by others.
13. Interest me.
14. Permit me to do my work well
15. Give me the feeling of great accomplishment.
16. Bring people to look up at me.

REDESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #22

I WANT A JOB WHICH WILL:

17. Make the world a more beautiful place.
18. Pay the most money over the years.
19. Pay a beginning salary that pleases me.
20. Provide security even in hard times and offer a good future.
21. Provide free use of an automobile.
22. Require training or education that I can afford.
23. Allow me to retire when I am very young.
24. Provide good working conditions and pleasant surroundings.
25. Allow me great personal freedom and permit me to express my personality.
26. Offer me great variety in my work.
27. Allow me to invent new things.
28. Allow me to use my hands in my work.
29. Allow me to help other people.
30. Take me to many different parts of the world.
31. Offer me a continuous challenge.
32. Be in a very specialized field.
33. Be difficult to get.
34. Have a supervisor who is a fair person.
35. Be a job my school grades indicate that I can handle.
36. Be a job that my teacher says I would like.

INSTRUMENT #22

I WANT A JOB WHICH WILL:

37. Be a job my school counselor says is "just right for me."

NOW THAT YOU HAVE CIRCLED THE ITEMS WHICH YOU CONSIDERED MOST IMPORTANT, PLEASE GO BACK AND "X-OUT" THE NUMBER IN FRONT OF THE ITEMS THAT YOU FEEL ARE LEAST IMPORTANT WHEN CHOOSING A JOB.

INSTRUMENT #23

10-14
5 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY

EMPLOYABILITY SKILLS

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the form and ask the students to fill in the date, their name, school and grade level.
3. Assist each student if required so that they will understand how to check the forms appropriately. Tell the student that this is not a test--there are no right or wrong answers, we are only interested in their opinions.
4. Allow approximately five minutes for completion. Encourage every student to complete all the questions.

INSTRUMENT #23

10-14
5 minutes

Date____________________
School____________________
Grade Level________________ Student name____________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYEE SELF CONCEPT

DIRECTIONS: Please read all of the statements through at least once. Then circle the numbers of the 10 statements which best describe why you believe you would be a good employee. (Please circle no more than 10 statements). Then, go back and X out the 5 statements which least describe you.

1. I am loyal to my employer
2. I am a good expediter.
3. I am usually truthful.
4. I usually find a way to get the job done.
5. I am honest
6. I have good taste.
7. Long hours don't bother me.
8. I am persuasive.
9. I have good discipline and work habits.
10. I am tactful
11. I make good decisions.
12. I am courteous
13. I am inquisitive.
14. I am enthusiastic about work.
15. I believe in my own capabilities.
16. I am reliable.
17. I am a good salesman.
18. I am punctual.
19. I am healthy and energetic.
20. I work fast and hard.
21. I am imaginitive.
22. I am orderly and neat
23. I am good natured.
24. I finish tasks on time.
25. I am patient.
26. I am unselfish.
27. I am inventive.
28. I am well liked.
29. I don't watch the clock.
30. I believe in being "profit" oriented.

(Don't forget to go back and X out the 5 statements which least describe you.)

THIS INSTRUMENT PRODUCED SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #24

10-14
25 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYABILITY SKILLS

DIRECTIONS FOR THE TEACHER:

1. Select 20 students randomly.
2. Pass out the form and ask the students to fill in the date, school and grade level and name.
3. Assist each student if required so that they will understand how to check the forms appropriately. Tell the student that this is not a test--there are no right or wrong answers, we are only interested in their opinions.
4. Allow approximately 25 minutes for completion. Encourage every student to complete all the questions.

INSTRUMENT #24

10-14
25 minutes

Date ______________________________
School ____________________________
Grade Level _______________________ Student name ___________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYABILITY SKILLS

DIRECTIONS: Please check whether you strongly agree, agree, disagree or strongly disagree with each statement.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	PART I--JOB SEEKING SKILLS
________	_____	________	________	1. An employer will pick the applicant with the most education.
________	_____	________	________	2. An employer will pick the applicant with the greatest economic need.
________	_____	________	________	3. Before showing up for an interview, it is best to learn something about the company and why it is in business.
________	_____	________	________	4. It is best to talk salary before too long at the interview.
________	_____	________	________	5. Your appearance will count as much as what you have to say in getting a job.
________	_____	________	________	6. It is best to do much of the talking in the interview.
________	_____	________	________	7. It is best to be perfectly honest about your financial affairs during the interview.

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #24

10-14
25 minutes

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE		
				8.	It is best to come to the interview with a carefully prepared "resume" of all your past work experience and your education.
				9.	Your "resume" should include your avocational interests, e.g. clubs joined, hobbies and special awards received.
				10.	The three most important words in the English language are "sell", "sell", "sell".
					PART II--ACCEPTIVE SELF CONCEPT
				1.	I speak well before groups of people.
				2.	Most people like me when we first meet.
				3.	When I am with a group of people I usually don't say very much for fear of saying the wrong thing.
				4.	It worries me when my friends dislike me.
				5.	I usually have good opinions.
				6.	My feeling are sometimes easily hurt.
				7.	I enjoy acting as spokesman for the group.
				8.	I am a good host (hostess).

INSTRUMENT #24

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
____	____	____	____	9. I am very different from other people.
____	____	____	____	10. I usually like my friends' ideas.
____	____	____	____	11. When I am first getting to know a person , I try to see if I am better than he is.
____	____	____	____	12. I feel that I am as good as most other people.
____	____	____	____	13. I find it hard to accept compliments.
____	____	____	____	14. I am comfortable with all kinds of people.
____	____	____	____	15. I usually change my opinions if it will please other people.
				PART III--INFLUENTIAL SELF CONCEPT
____	____	____	____	1. I am easily influenced by others.
____	____	____	____	2. I am good at helping people who are upset or troubled.
____	____	____	____	3. I am good at explaining things to others.
____	____	____	____	4. I am good at debating.
____	____	____	____	5. I like to present suggestions for improvement to persons in authority.
____	____	____	____	6. I work best by myself.
____	____	____	____	7. I usually have bad luck.

INSTRUMENT #24

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
				8. When I plan something, it usually works well.
				9. When I fail, it sometimes takes me several days to get over it.
				10. I take criticism extremely well.
				11. I can usually influence others.
				12. I enjoy myself most when I am alone--away from other people.
				13. I have a tendency to put off solving problems.
				14. I like to have my own way.
				15. I am good at supervising the work of others.
				16. I often argue with others.
				17. I am concerned with my own job, not that of the work team.
				18. I expect younger persons to do what I tell them.
				19. I feel I must ignore the feelings of others when I am working on an important project.
				20. I cannot be friendly with people who do things which I consider wrong.
				21. I usually expect very little of other people.
				22. People usually understand me.

INSTRUMENT #24

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
				23. I don't see any point in doing something for others unless they can do something for me.
				24. People usually try to take advantage of me.
				25. When someone makes a mistake in my presence, I usually point it out to them.
				26. I know how to be a successful leader.
				27. I am a good judge of personality.
				28. I am easily irritated by people who argue with me.
				29. I see nothing wrong in stepping on someone else's toes if it will help me to get ahead.

INSTRUMENT #25

11-14
15 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYMENT ENTRY SKILLS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Assist each student to understand what the form requires. Tell the students this is not a test. We are only interested in their opinions of their own capabilities.
4. Allow approximately 15 minutes for completion. Encourage each student to complete all of the items .

INSTRUMENT #25

11-14
15 minutes

Date_______________________
School _____________________
Grade Level________________ Student Name________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYMENT ENTRY SKILLS

DIRECTIONS: Please circle the numbers of all the activities which you can do better than average. Then go back and X out all the numbers of the activities which you cannot do at all.

1. I know how to work with words.
2. I know how to work with data or numbers.
3. I know how to work with children.
4. I know how to organize my own business.
5. I know to organize my own club.
6. I know how to spend my money wisely.
7. I know how to keep careful financial records.
8. I know how to post debits and credits.
9. I know how to use a typewriter_______ words per minute.
10. I know how to use a telephone.
11. I know how to use a duplicating machine.
12. I know how to keep a neat correspondence file.
13. I know how to use an adding machine or calculator.
14. I know how to do a lot of paper work in a short amount of time.
15. I know how to take dictation _______words per minute.
16. I know how to use a bookkeeping machine.
17. I know how to use a keypunch.

THIS INSTRUMENT PRODUCED
SOME SIGNIFICANT DIFFERENCES.
(SEE DATA ANALYSIS PAGES.)

INSTRUMENT #25

18. I know how to use data processing equipment, e.g. computer, sorter, collater.

19. I know how to solve arithmetic problems and puzzles.

20. I can use a slide rule.

21. I can use a saw and hammer to build things.

22. I can use wood shop power tools.

23. I can operate metal shop power tools, e.g. drill press or grinder.

24. I can repair and refinish furniture.

25. I know how to design furniture or buildings.

26. I know how to design and make clothing.

27. I know how to design and make pottery.

28. I know how to sketch people so that they can be recognized.

29. I know how to make portraits or sculptures.

30. I know how to make photographs.

31. I know how to repair a damaged automobile body.

32. I know how to tune up a motorcycle or automobile engine.

33. I know how to use a voltmeter.

34. I know how to make simple repairs on a TV set.

35. I know how to make simple electrical repairs.

36. I know how to make simple plumbing repairs.

37. I know how to paint a house.

38. I know how to drive a truck or tractor.

39. I know how to make mechanical drawings.

40. I know how to read blueprints.

INSTRUMENT #25

41. I know how to read scientific books or magazines.

42. I know how to read special subjects on my own.

43. I know how to read or write plays.

44. I know how to act in plays.

45. I know to read fast _________ words per minute.

46. I know how to write popular fiction.

47. I know how to write poetry.

48. I know how to perform as a musical soloist or in a band, combo or orchestra.

49. I know how to do modern, interpretive, or ballet dancing.

50. I have won awards for excellence.

51. I have won awards for sports competition.

52. I know how to use a microscope.

53. I know how to use a chemistry set.

54. I know how to work in a scientific laboratory.

55. I have participated in scientific experiments.

(After you have circled some numbers, be sure to go back and X out all the numbers of the activities which you cannot do at all.)

INSTRUMENT #26

11-14
5 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYMENT ENTRY INTERESTS

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Assist each student to understand what the form requires. Tell the students this is not a test. We are only interested in their interests.
4. Allow approximately 5 minutes and encourage all students to complete the form.

INSTRUMENT #26

11-14
5 minutes

Date____________________
School__________________
Grade Level______________ Student Name______________________________

PINELLAS COUNTY CAREER EDUCATION SURVEY
EMPLOYMENT ENTRY INTERESTS

DIRECTIONS: Please circle the numbers of all the activities in which you have a STRONG INTEREST. Then go back and X out all the numbers of the activities which interest you least.

1. I like to read magazines and trade journals.
2. I like to collect things.
3. I like taking care of pets.
4. I like to gamble at times.
5. I like to tell stories.
6. I like to belong to social clubs.
7. I like to sing in a choral group.
8. I enjoy watching athletic events.
9. I enjoy recitals, concerts, musicals.
10. I enjoy working on school or church social affairs.

(After you have circled some numbers, be sure to go back and X out all the numbers of the activities which interest you least.)_

RE-DESIGN RECOMMENDED.
(SEE DATA ANALYSIS PAGES.)

APPENDIX F

PRODUCT EVALUATION SCORING KEYS

INSTRUMENT # 1

EDUCATIONAL AWARENESS
K-1
SCORING KEY
5 minutes

Questions 1 through 4:

Count the number of all work applications referred to in all questions. The application must be something more than the usual school application; it must relate to either an out-of-school application or some profession. (due to the small sample of 20 students, limit the number of correct responses to 4 maximum.)

INSTRUMENT # 2

EDUCATIONAL AWARENESS
4-6
SCORING KEY
10 minutes

Contrast experimental and control schools on each item.

INSTRUMENT # 4

EDUCATIONAL AWARENESS
10-14
SCORING KEY
5 minutes

Total the four response categories for each item.

INSTRUMENT # 5

ECONOMIC AWARENESS

K-1
5 minutes

SCORING KEY

Question 1:

Count the number of references to money, pay for it or buy it, or work. Put the total number of references in the margin.

Question 2:

Count the number of references to work, trade, loan, or save for it. Put the number in the margin.

Question 3:

Count the number of references to work, buying on credit, loan, or save for it. Put the number of references in the margin.

Question 4:

Count the number of reasons for saving money and/or places to put money saved. Put the number of references in the margin.

(Due to the small sample of 20 students, limit the number of correct responses to four maximum.)

INSTRUMENT # 6

ECONOMIC AWARENESS

2-3
15 minutes

SCORING KEY

One point for each correct answer, according to the following key:

YES	NO		FIRST SPACE	SECOND SPACE	
X		1		X	6
X		2	X		7
X		3	X		8
X		4		X	9
X		5		X	10

INSTRUMENT # 7

SCORING KEY

ECONOMIC AWARENESS

K-1
5 minutes

One point for each response which agrees with the answer key as follows:

AGREE	DISAGREE		AGREE	DISAGREE	
	X	1		X	18
	X	9	X		19
	X	11		X	20
X		13			
X		14			
	X	15			
X		16			

(Contrast experimental and control groups on each item.)

INSTRUMENT # 8

SCORING KEY

ECONOMIC AWARENESS

7-14
10 minutes

One point for each response according to the following answer key:

AGREE	DISAGREE		AGREE	DISAGREE	
	X	1		X	6
X		2	X		7
X		3		X	8
X		4		X	9
	X	5	X		10

(Questions 11 through 15 will also be used to discriminate between experimental/control schools wherever possible -- but do not lend themselves to the answer key).

INSTRUMENT # 9

CAREER AWARENESS

2-3
25 minutes

SCORING KEY

One Point for each listing of a job or occupation which are "income producing jobs capable of being classified into the major occupational fields." Put the total correct at the top of the page. Sound out each word phonetically to give each misspelled word the benefit of the doubt.

INSTRUMENT # 10

INSTRUMENT # 11

CAREER AWARENESS

4-6
20 minutes
each test

SCORING KEY

One point for each job or occupation which are "income producing jobs capable of being classified into the major occupational fields." Put the total number of correct occupations at the top of the column.

One half point for each valid match of Special School (i.e. college, vocational school, private school, university, etc.); put the total number of correct checks at the top of the column.

One half point if the occupation is usually trained for on-the-job; put the total number of correct checks at the top of the column. (Round downward for 1/2 point totals.)

INSTRUMENT # 12

OCCUPATIONAL AWARENESS

10-14
20 minutes

SCORING KEY

One point for each job or occupation which are "income producing jobs capable of being classified into the major occupational fields." List the total number of correct occupations at the top of the column on the first page.

Put the total number of correctly checked job-entry vehicles e.g., high school on-the-job training etc., at the top of each respective column. Count 1/2 point for each correctly checked job-entry vehicle (round downward for 1/2 point totals).

[redacted]

INSTRUMENT # 13

CAREER AWARENESS

2-3
15 minutes

SCORING KEY

FIRST SPACE	SECOND SPACE		FIRST SPACE	SECOND SPACE	
X		1		X	6
	X	2		X	7
	X	3	X		8
X		4		X	9
	X	5	X		10

INSTRUMENT # 14

CAREER AWARENESS

4-6
10 minutes

SCORING KEY

One point for each M or L next to the following:

L	Actor	M	Plumber
M	Garbage Collector	M	Television Repairman
L	Hotel Clerk	L	Game Warden
L	Truck Driver	L	Typist
M	Car Mechanic	M	Mailman

INSTRUMENT # 15

CAREER AWARENESS

7-9
10 minutes

SCORING KEY

One point for each correct response according to the answer key below:

1.	c	6.	b	11.	d	16.	c
2.	b	7.	b	12.	c	17.	a
3.	a	8.	b	13.	a	18.	c
4.	d	9.	a	14.	c	19.	d
5.	d	10.	a	15.	b	20.	a

INSTRUMENT # 16

CAREER AWARENESS

10-14
20 minutes

SCORING KEY

One point for each correct response according to the answer key below:

1.	b	6.	a	11.	c	16.	a	21.	c
2.	a	7.	c	12.	d	17.	d	22.	c
3.	a	8.	b	13.	a	18.	b	23.	b
4.	d	9.	c	14.	d	19.	d	24.	c
5.	c	10.	a	15.	c	20.	b	25.	a

INSTRUMENT # 17

OCCUPATIONAL SELF CONCEPT

4-14
40 minutes

SCORING KEY

One point for each recording of "STRONG INTEREST."

One point for each recording of "STRONG ABILITY."

One point for each recording of "I WOULD LIKE TO WORK IN THIS FIELD."

One point for each recording of "I AM GOING TO WORK."

One point for each recording of "I ALREADY HAVE A JOB."

INSTRUMENT # 18

CAREER PLANNING SURVEY

7-9
15 minutes

SCORING KEY

Totals on each question for all students in the sample.

When totals are not appropriate, whatever is written should be categorized and reported.

INSTRUMENT # 19

CAREER PLANNING SURVEY
10-14
SCORING KEY
25 minutes

Totals on each question for all students in the sample.

When totals are not appropriate, whatever is written should be categorized and reported.

INSTRUMENT # 20

ATTITUDES TOWARD CAREER PLANNING
7-9
SCORING KEY
10 minutes

Total the four response categories for each item.

Contrast experimental and control schools on each item.

INSTRUMENT # 21

ATTITUDES TOWARD WORK
7-9
SCORING KEY
10 minutes

Total the four response categories for each item.

Contrast experimental and control schools on each item.

INSTRUMENT # 22

ATTITUDES TOWARD WORK
7-14
SCORING KEY
15 minutes

Total the circles and X's for each item.

Contrast experimental and control schools on each item.

INSTRUMENT # 23

EMPLOYABILITY SKILLS 10-14

SCORING KEY 5 minutes

Score only students who have circled only 10 items.

One point for each number listed below which is circled:

1 2 4 7 9 14 17 18 20 24

Total all circles and X's for each item.

Contrast experimental and control groups on each item.

INSTRUMENT # 24

EMPLOYABILITY SKILLS/JOB SEEKING 10-14

SCORING KEY 25 minutes

Total the four response categories for each item.

Contrast experimental and control groups according to group variance on each item.

INSTRUMENT # 25

EMPLOYMENT ENTRY SKILLS 11-14

SCORING KEY 15 minutes

Total the circles and X's for each item.

Contrast experimental and control groups on each item.

INSTRUMENT # 26

EMPLOYMENT ENTRY INTERESTS 11-14

SCORING KEY 5 minutes

Total the circles and X's for each item.

Contrast experimental and control groups on each item.

APPENDIX G

CRITICAL CORRESPONDENCE

COLORADO
STATE
UNIVERSITY
FORT COLLINS
COLORADO
80521

department of vocational education

June 14, 1973

Mrs. Myrtle E. Hunt
Director, Career Education
Pinellas County
850 - 34th Street South
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

It was a pleasure to review with you some of the activities of the Career Education Project.

I was greatly impressed with the realistic and efficient approach which you have taken in planning and expediting the work of the project. I feel that you have developed several excellent research instruments which will undoubtedly provide very valuable data for decision making relative to Career Education. The design selected for the instrumentation is realistic and practical.

I was also impressed with the total achievement in the short space of time. You are to be highly commended for doing an outstanding job of organization and coordination. The Career Education project of Pinellas County reflects the kind of leadership which is much needed. I feel that your project will produce findings that will be significant both for Pinellas County and the entire United States.

Congratulations and success with this project and best wishes for the future.

Sincerely,

Milton E. Larson

Dr. Milton E. Larson
Professor of Vocational Education

MEL/ph

1870

MALLORY E. HORNE
PRESIDENT

LOUIS DE LA PARTE
PRESIDENT PRO TEMPORE

ELMER O. FRIDAY, JR.
SECRETARY

JOHN D. MELTON
SERGEANT AT ARMS

THE FLORIDA SENATE

SENATOR D. ROBERT GRAHAM
33RD DISTRICT
14420 N.W. 60TH AVENUE
MIAMI LAKES, FLORIDA 33014
305/821-1130

EDUCATION, *Chairman*
RULES AND CALENDAR
WAYS AND MEANS

Senate Education Committee
Room 40, Senate Office Building
Tallahassee, Florida 32304

April 10, 1973

Mrs. Myrtle E. Hunt
Director - Career Education
Pinellas County School Board
850 - 34th Street South
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

Thank you for your letter of March 28 urging legislative support for career education. There is considerable enthusiasm being expressed for the concept of career education, and the Ways and Means Committee has heard an extensive discussion of the Commissioner of Education's proposal. The committee will be considering its recommendation for level of funding of this program in the three weeks, and I am optimistic that the recommendation will be for an expanded State role.

I enjoyed my visit to the Pinellas County program very much and would like to commend you on the exemplary work you are doing.

Sincerely,

D. Robert Graham
Chairman

DRG/dgw

REPLY TO:
☐ DISTRICT OFFICE
☐ CAPITOL OFFICE

CAPITOL OFFICE — SENATE OFFICE BUILDING — TALLAHASSEE, FLORIDA 32304 — (904) 488-8027

March 28, 1973

The Honorable D. Robert Graham
District 33
State Senate
The Capital Building
Tallahassee, Florida 32304

Dear Senator Graham:

As you begin to consider educational legislation, we would like to request that you give consideration to continuation of funding for support systems which undergird such projects as the Pinellas County Comprehensive Career Education program.

This "fledgling" movement in education has shown great promise in Pinellas County. During the 1972-73 school year, we have designed and implemented life-centered, activity-unit Career Education materials into existing academic curriculum. These efforts have been most rewarding from the standpoint of teacher acceptance and student motivation.

If our initial attempts to develop new instructional strategies are to continue, we must elicit your support for funding in the areas of elementary guidance, occupational specialists, vocational education and career development.

Newspaper clippings from local papers relating to the Pinellas County Comprehensive Career Education Project are enclosed for your information.

We enjoyed having you visit our project in November and would like to extend an open invitation for you to visit again at your convenience.

Sincerely,

(Mrs.) Myrtle E. Hunt
Director Career Education
Pinellas County

MEH/rhd
Enclosure

HE MANPOWER INSTITUTE

uite 414 ▪ 1211 Connecticut Avenue, N.W. ▪ Washington, D.C. 20036 ▪ 202 466-2450

RESIDENT
LLARD WIRTZ

RUSTEES
airman
EAN JOHN T. DUNLOP
Harvard University
ce Chairmen
VINCENT LEARSON
Chairman of the Board
IBM
REDERICK T. ALLEN
Chairman of the Board
Pitney-Bowes, Inc.
R. CLEVELAND L. DENNARD
President
Washington Technical Institute
R. JAMES B. FISK
President
Bell Telephone Laboratories
RANK POLLARA
Assistant Director of Research
AFL-CIO
R. PHILIP HANDLER
President
National Academy of Sciences
R. DONALD F. HORNIG
President
Brown University
CARL KOTCHIAN
President
Lockheed Aircraft Corporation
AY W. MAC DONALD
President
Burroughs Corporation
WILLIAM MILLER
President
Textron, Inc.
BRUCE PALMER
President
Council of Better Business Bureaus
R. HENRY S. ROWEN
Graduate School of Business
Stanford University
R. FREDERICK SEITZ
President
The Rockefeller University
HENRY SMITH
President
The Equitable Life Assurance
Society of the U.S.
LEXANDER B. TROWBRIDGE
President
The Conference Board
ESLIE H. WARNER
Chairman of the Board
General Telephone &
Electronics Corp.
R. DAEL WOLFLE
Graduate School of Public Affairs
University of Washington

July 24, 1973

Miss Myrtle Hunt
Director
Career Education
850 34th Street, South
St. Petersburg, Florida 33711

Dear Miss Hunt:

The Manpower Institute is engaged in a comprehensive review of the interface between education and manpower policies. The final product will be a policy statement under the principal authorship of Mr. Willard Wirtz, The Institute's President.

One of the areas about which we are collecting information is career education. Particularly we are trying to collect information on operational programs which have been brought to our attention as being particularly effective. In a recent conversation with Dr. Brian Grey of the U. S. Office of Education he mentioned how impressed he was with the career education program in St. Petersburg. If you have materials and information conveniently available on your program I would appreciate very much your sending them to me.

Sincerely,

Dennis Gallagher

Dennis Gallagher
Special Assistant to
The President

Campbell Park Elementary School
1101 - 7TH AVENUE SOUTH
ST. PETERSBURG, FLORIDA 33705

April 4, 1972

Mrs. Myrtle E. Hunt
Career Education Project
City Center For Learning
850 34th Street South
St. Petersburg, Florida

Dear Mrs. Hunt:

The staff at Campbell Park Elementary School has given careful thought to the Career Education Project and the Philosophy upon which it is based. The vote to participate in the project was unanimous.

Our belief is that the K-14 career education approach should prove to be extremely productive from the standpoint of helping students to develop understandings about themselves in relation to the world of work.

In conclusion, we are most grateful for the invitation to participate in the project.

Yours truly,

Leonard Summers

Leonard Summers, Principal

LS/lb

Eisenhower Learning Center
2800 Drew Street - Clearwater, Florida 33515

March 30, 1972

BEST COPY AVAILABLE

Mrs. Myrtle E. Hunt
Director Career Education Project
City Center for Learning
850-34th Street South
St. Petersburg, Florida, 33711

Dear Mrs. Hunt:

We, at Eisenhower, are very pleased that we have been chosen to participate in the development of a Career Education Model for Pinellas County and the state of Florida.

We as a staff have discussed this project and are very much in agreement with the basic concepts of Career Education. The teachers on each of the teams are already doing things which get to the heart of some of these basic concepts. I hope that we will be able to further develop and refine our program through participation in the state project.

We will be looking forward to working with you and your staff in the near future.

Sincerely yours,

Robert E. Burke

Robert E. Burke,
Principal

REB/es

LAKEVIEW ELEMENTARY SCHOOL
2229 - 25th Street South
ST. PETERSBURG, FLORIDA 33712

April 6, 1972

Mrs. Myrtle E. Hunt, Director
Career Education Project
Pinellas County Schools
850-34th Street South
St. Petersburg, Florida

Dear Mrs. Hunt:

The Career Education Project has been discussed with the staff and faculty at Lakeview Elementary and we are in agreement with the basic concepts of career education as proposed. We would like very much to accept the invitation to participate in this project.

An active committee has already been appointed to provide curriculum input. As soon as this committee compiles its findings, we will forward a copy to your office.

Sincerely,

Louis W. McCoy

Mr. Louis W. McCoy, Principal
Lakeview Elementary School

BEST COPY
AVAILABLE

Palmetto Elementary School
1210 Holt Avenue
Clearwater, Florida

April 6, 1972

Mrs. Myrtle E. Hunt,
Director of Career Education Project
850 - 34th Street, South
St. Petersburg, Florida

Dear Mrs. Hunt:

Your plan to employ vocationally certified teachers in the Career Education Project has been well received by the Palmetto Elementary faculty. We, too, feel that such teachers can make a meaningful contribution to the success of the project and would like to request the services of these teachers. If we can assist you in any way, please feel free to call on us.

Sincerely,

Frank R. Martin

Frank R. Martin,
Principal

Palmetto Elementary School
1210 Holt Avenue
Clearwater, Florida

Mrs. Myrtle Hunt, Director Career Education Project
City Center for Learning
850-34th Street South
St. Petersburg, Florida

Dear Mrs. Hunt:

The faculty at Palmetto Elementary has discussed the philosophy and implications of the Career Education Project and decided that we wish to be actively involved in this educational endeavor.

Please keep us informed of future developments, and if we can aid you in any way, we will be happy to do so.

Sincerely,

Frank R. Martin

Frank R. Martin, Principal

Sixteenth Street Junior High School

701 SIXTEENTH STREET SOUTH
ST. PETERSBURG, FLORIDA 33705
TELEPHONE 896-0661

JOHN H. HOPKINS
PRINCIPAL
JOHNNIE E. SINGLETARY
ASST. PRINCIPAL
BERNICE BARNES
DEAN OF GIRLS
ROBERT JENKINS
DEAN OF BOYS

VYRLE DAVIS
GUIDANCE COORDINATOR
CLARENCE GIVENS
COUNSELOR
MABLE MARTIN
COUNSELOR
JOSEPHINE DONAL
SECRETARY
MRS. AMANDA HOWARD
CURRICULUM COORDINATOR

March 29, 1972

BEST COPY
AVAILABLE

Mrs. Myrtle L. Hunt, Director
Career Education Project
City Center for Learning
350-34th Street South
St. Petersburg, Florida

Dear Mrs. Hunt:

I have discussed the Project in Career Education with my staff several times and they are [illegible] with the contents of the project and have agreed to accept the invitation to participate.

Mrs. Hunt, as I have stated to you several times, the staff is desirous of beginning as early as possible to develop plans for the ensuing school year.

Yours truly,

John

John H. Hopkins
PRINCIPAL

JHH:jd

CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL
1220 EAST PALMETTO STREET
CLEARWATER, FLORIDA 33515

ROBERT J. SAFRANSKY
DIRECTOR

ANTHONY J. THURSTON
ASSISTANT DIRECTOR

WESLEY N. SIMINEAU
CURRICULUM COORDINATOR

March 29, 1972

Mrs. Myrtle E. Hunt, Director
Career Education Project
Pinellas County
City Center For Learning
850 - 34th Street South
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

In reply to your letter of March 23, 1972, we are indeed pleased and proud to participate in the development of Career Education Model, K-14 for Pinellas County and the State of Florida.

Clearwater Comprehensive Jr. High School was established almost four years ago with two (2) major objectives: "to reduce the dropout rate in grades 7, 8, and 9 by providing a comprehensive program of pre-vocational and academic studies; to provide new patterns of learning in preparing students for the world of work."

We have discussed the Career Education Project with our staff and they are in agreement with its basic concepts. They wish to accept the invitation to participate in the project.

Sincerely,

Robert J Safransky

Robert J. Safransky
Director

/lyc

DUNEDIN HIGH SCHOOL
NEHURST RO
DUNEDIN, FLORIDA
33528

FRANCIS M. FREEMAN, Principal
ROBERT J. VISE, Assistant Principal
LEONA C. SPENCER, Dean of Girls
PAUL C. HANSEN, Dean of Boys
ROMA P. FITZGERALD, Registrar

PAUL SEDLAK, Guidance Coordinator
ELIZABETH A. MOORE, Counselor
THOMAS M. CROOK, Counselor
HOWARD W. GODFREY, Athletic Director
LESLIE E. PETERSON, Business Manager

March 28, 1972

Mrs. Myrtle E. Hunt, Director
Career Education Project
City Center for Learning
850 - 34th Street S.
St. Petersburg, Florida

Dear Mrs. Hunt:

The staff of Dunedin High School is looking forward to participating as a pilot school in the development of a career education program. I have discussed this with my major department heads who, in turn, have discussed it with their departments. We feel that we have the staff to successfully be a part of this program. To me, personally, it offers an opportunity to do something that I have long felt necessary in the field of public school education.

Sincerely yours,

Francis M. Freeman

Francis M. Freeman

FMF:mh

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

ROBERT C. ANDERSON
DIRECTOR

GLORIA J. SHUMATE
ASSISTANT DIRECTOR

CITY CENTER FOR LEARNING • 850 - 34th STREET SOUTH • ST. PETERSBURG, FLA. 33711 • PH: 895-3671

April 20, 1972

Mrs. Myrtle E. Hunt
Career Education Project
City Center For Learning
850 34th Street South
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

City Center For Learning has long been committed to the concepts of career education. Therefore, it is with great pleasure that we accept your invitation to participate in the current project.

Sincerely,

Robert C. Anderson

Robert C. Anderson, Director

RCA:sg

"The School Board of Pinellas County, Florida"

JAMES I. CORNELL
Assistant Director
Curriculum Development

EDWARD J. GAFFNEY
Assistant Director
Evening School

PINELLAS VOCATIONAL - TECHNICAL INSTITUTE
6100 - 154TH AVENUE NORTH, CLEARWATER, FLORIDA 33516
TELEPHONE 813/531-3531
REXFORD D. GAUGH, Director

PAUL A. HATCHETT
Dean
Student Affairs

WILLIAM W. MANN
Coordinator of
Student Personnel Services

April 24, 1972

Mrs. Myrtle Hunt, Director
Career Education Program
City Center for Learning
850 - 34th Street South
St. Petersburg, Florida 33712

Dear Mrs. Hunt:

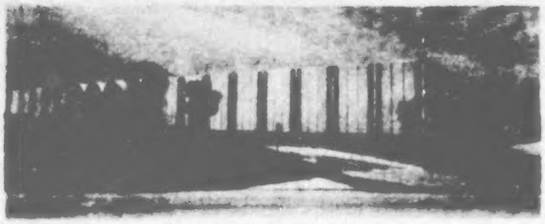
We are extremely pleased that Pinellas Vocational-Technical Institute has been selected as one of the participating institutions in the Career Education Program for Pinellas County. This letter will serve as an indication of our acceptance to participate in the program.

Sincerely,

Rexford D. Gaugh

Rexford D. Gaugh
DIRECTOR

RDG:jn



Azalea Junior High School
7855 - 22 AVENUE, NORTH
ST. PETERSBURG, FLORIDA 33710
PHONE: 347-2106

PRINCIPAL
HUGH KRIEVER
ASS'T PRINCIPAL
WILLIAM L. BEYER
DEAN OF GIRLS
BERNEECE OVERHOLTZ

COUNSELORS
DARRELL BRIGGS
GLORIA DEILKE
MARSHALL DUNCAN

MEMORANDUM JANUARY 25, 1973

TO: Myrtle Hunt, Director Career Education

FROM: Hugh B. Kriever, Principal HBK

We would like to be added to the pilot school program for the comprehensive career education project.

1

BAY VISTA ELEMENTARY SCHOOL
GAIL E. MORRISON, PRINCIPAL
5900 - 9TH STREET SOUTH
ST. PETERSBURG, FLORIDA 33705
TELEPHONE 867-8609

BEST COPY
AVAILABLE

October 30, 1972

Mrs. Myrtle Hunt, Director
Career-Education
City Center for Learning
850-34 St. So.,
St. Petersburg, Fla. 33712

Dear Mrs. Hunt:

I am interested in getting more information on Career Education, and would appreciate a member of your staff coming to Bay Vista on Monday, October 30, 1972 at 2 p.m. to discuss in detail the purpose and role of the Career Education for members of Team VI.

Thank you.

Sincerely,

Gail E. Morrison

Gail E. Morrison, Principal

GEM:rs

Bay Point Elementary School
2051 - 62nd Avenue South
St. Petersburg, Florida 33712

September 7, 1973

Mrs. Myrtle Hunt, Director
Pinellas County Career Education Project
City Center for Learning
850 - 34th Street South
St. Petersburg, Florida 33712

Dear Mrs. Hunt:

The elementary school years are very important in the lives of children. It is during this time they develop basic concepts and attitudes about themselves, others, school, and about work. We feel that any focus on career development during these years will facilitate efforts to help to develop these desired concepts and attitudes.

We consider ourselves fortunate to have Mrs. Burgess as our counselor. She has shared her experiences with us. In fact, she has developed a mini-career education program of her own. Since we recognize the worth of a comprehensive career awareness program, we would like for you to consider this letter as an application for our school to be considered as a pilot school in career education for the 1973-74 school year.

Thank you for your consideration.

Sincerely yours,

William G. Thompson
William G. Thompson, Principal

cc: Mr. Don Rosenberger, Elementary Supervisor
Career Education

Clearwater High School

540 SO. HERCULES AVE. CLEARWATER, FLORIDA 33516
TELEPHONE 442-7155

G. L. WILLIAMS
ASSISTANT PRINCIPAL

ADAM FORINASH
REGISTRAR

E. PAT MYERS
DEAN OF GIRLS

JERRY L. HYDE
DEAN OF BOYS

WILLIAM G. JUSTICE
PRINCIPAL

SHELBY KILGORE
GUIDANCE COORDINATOR

COUNSELORS
WILLIS BUTTS
ELAINE JABLONSKI
IMELDA VAN FLEET

BEST COPY AVAILABLE

February 7, 1973

Mr. Clarence Gibbons,
Career Education
City Center for Learning
St. Petersburg, Florida

Dear Mr. Gibbons:

This is to request that Clearwater High School be included as an Associate School in the Career Education Project. We will agree to abide by all regulations required of an Associate School.

Sincerely yours,

William G. Justice

William G. Justice
Principal

WGJ:gn

DUNEDIN HIGHLAND JUNIOR HIGH SCHOOL
[illegible] UNION STREET
DUNEDIN, FLORIDA 33528

MILTON A. GALBRAITH, PRINCIPAL
S. PAUL WILSON, ASS'T. PRINCIPAL

September 5, 1973

Mr. Clarence Givens
Career Education
City Center For Learning
St. Petersburg, Florida

Dear Mr. Givens:

We would like to become an Associate Pilot School in the area of Guidance. If we are selected, we request that Mrs. Bonita Sharpe be permitted to borrow and use your career materials. Mrs. Sharpe is our Distributive Education teacher.

If the above requests are granted, Mrs. Sharpe will file all required reports. We will observe whatever regulations govern this program.

Your consideration will be appreciated.

Very sincerely yours,

Milton A. Galbraith

Milton A. Galbraith
MAG/be

[redacted]

[redacted]

Fifty-Fourth Avenue Elementary School

1951 54TH AVENUE NORTH - TELEPHONE [illegible] 525-2169 - ST. PETERSBURG, FLORIDA 33714

JOHN W. THOMPSON
PRINCIPAL

November 30, 1972

BEST COPY
AVAILABLE

Mr. Donald E. Rosenberger
Elementary Supervisor
850 - 54th Street South
St. Petersburg, Florida 33711

Dear Mr. Rosenberger,

I am interested in having 54th Avenue Elementary School become an associate school in the Career Education Program. Please arrange for a member of your staff to come to the school and give me additional information on the program.

Sincerely,

John Thompson

John W. Thompson
Principal

[illegible]

Gulf Beaches School

8600 BOCA CIEGA DRIVE
ST. PETERSBURG BEACH, FLORIDA
33706

JEAN F. SANZONE, Ph. D.
PRINCIPAL

LOIS T. BUELL
SECRETARY

PHONE 360-4411

April 2, 1973

Mrs. Myrtle E. Hunt
Director of Career Education
City Center for Learning
St. Petersburg, Florida

Dear Mrs. Hunt:

I met with Don Rosenberger last week still pursuing the possibility of our becoming an active associate school in the Career Education Program. We would like to request the opportunity to be included, even during this school year, in the program. We have been closely following a number of your career education themes through our activities in the Human Relations Program. If you would permit us to do so we would like to be a site for field testing of some of your new materials.

Thank you for the time your staff has given to us so far this year.

Sincerely yours,

Jean F. Sanzone

Jean F. Sanzone, Ph.D.

HARRIS ELEMENTARY SCHOOL

November 30, 1972

Mr. Donald Rosenburger
City Center for Learning
St. Petersburg, Florida

Attn: Career Education

Dear Mr. Rosenburger:

We are making application for a Career Education Program at Harris Elementary School.

Would you please arrange for a presentation of your program to our faculty at your convenience?

Thank you very much.

Richard Snyder

Richard Snyder,
Principal

RS:ek

JORDAN ELEMENTARY SCHOOL
2390 NINTH AVENUE SOUTH
ST. PETERSBURG, FLORIDA 33712

August 23, 1973

BEST COPY AVAILABLE

Mrs. Myrtle Hunt, Director
Career Education Project
City Center for Learning
St. Petersburg, Florida

Dear Mrs. Hunt:

After becoming aware of the Career Education program through your sound-on-slide presentation and information made available to me, I feel great enthusiasm for the program and its philosophy. All children need this approach to education, but especially I feel our students here at Jordan Elementary would benefit greatly from such a program.

Jordan's instructional staff has stated its desire to be a part of the Career Education program and its interest is indicated by the enclosed signed statement.

Your consideration to our request to be included in Career Education would be greatly appreciated and we sincerely hope we will be able to implement the program this year at Jordan Elementary.

Very sincerely yours,

Charlie D. Carr

Charlie D. Carr
Principal

CDC/tm
Enclosure

cc: Jack B. Shumate
City Center for Learning

JORDAN ELEMENTARY SCHOOL
2390 NINTH AVENUE SOUTH
ST. PETERSBURG, FLORIDA 33712

August 23, 1973

Mrs. Myrtle Hunt, Director
Career Education Project
City Center for Learning
St. Petersburg, Florida

Dear Mrs. Hunt:

The staff of Jordan Elementary has been informed of the Career Education program and are acquainted with its philosophy and purpose. The signatures below represent our entire instructional staff and indicate its enthusiasm for and commitment to the program.

Mrs. Mary F. Williams
Lottie C. Jamerson
D J Stockwell
Barbara Dorn
Kudene Keil
Joseph V Durand
Hazel Smith
Vic Corman
Esther E. Albertson
Beverly A. Fogg

cc: Jack B. Shumate
City Center for Learning

Mary Lou Stinnette
Stella J. Bowsman
Ruth M. Leavesley
Virginia Monica

Mardi F. Weiskopf
Katie L. Bostell
Linda B. Jones
Charlotte T. Burns
Phyllis Hobbs
Kathe Proper
Christine Nicks
Marion Church
Shirley Hunt - please give me more informa
Lois A. Coots
Mary A. Hall
Rose Spragg
Lu Ann Crawford
Miriam E. McConnell

John F. Kennedy JUNIOR HIGH SCHOOL

1660 PALMETTO STREET - CLEARWATER, FLORIDA 33515

JACK D. WILLIAMS, PRINCIPAL
ED WELLS, JR., ASSISTANT PRINCIPAL

THOMAS MEESE, GUIDANCE DIRECTOR
RICHARD O. FRANTZ, DEAN OF STUDENTS

August 21, 1973

Mr. Clarence Givens
Supervisor of Guidance
Career Education
City Center for Learning
850 34th Street South
St. Petersburg, Fla. 33730

Dear Mr. Givens:

This is an official request for John F. Kennedy Junior High School to become an associate school in the area of guidance in the Career Education field.

We are, for the first time this year, offering a complete program in Career Education to our seventh and eighth grade students. We wish to become an associate school so that we may have complete use of available resource material from your office.

Sincerely,

Jack D Williams
Jack D. Williams
Principal

[redacted]

Largo Senior High School

410 Missouri Avenue
LARGO, FLORIDA 33540
Telephone 584-1141

GENE CHIZIK, Principal
MARION F. SHAMBAUGH, Assistant Principal

C. E. LIGHTSEY
Registrar

MRS. MARY WILLIAMS
Dean of Girls

WILLIAM N. LEGER
Dean of Boys

PAUL MILLER
Business Manager and
Athletic Director

GEORGE CANFIELD
Director of Guidance

MRS. ADA MAE BENDER
Counselor

MRS. JEAN STEPP
Counselor

[redacted]
Counselor

January 3, 1973

BEST COPY
AVAILABLE

Mrs. Myrtle Hunt, Director
Office of Career Education
School Board of Pinellas County
850 34th Street S
St. Petersburg, Florida

Dear Mrs. Hunt:

I am requesting that Largo Senior High School become an associate school with your Career Education pilot program. Mr. Gary Giordano, Guidance Counselor, and Mrs. Barbara Campbell, Occupational Specialist, will work with you in coordinating our efforts.

The following teachers have expressed a desire to participate in the training program you will offer in the use of the career-oriented materials:

Mrs. Betty Carlile
Mrs. Barbara McDivitt
Mr. Joe Toumey
Miss Rosa Waldrep

Thank you for extending this service to us.

Sincerely

Gene Chizik

Gene Chizik
Principal

GC/bac

[redacted]

Robert E. Bouffard
Principal

Arnella V. Gladd
Secretary

LYNCH ELEMENTARY SCHOOL
1901 - 71st AVENUE NORTH
ST. PETERSBURG, FLORIDA 33702
Telephone 327-6432

September 14, 1972

BEST COPY AVAILABLE

Mrs. Myrtle Hunt
Director of Career Education
City Center for Learning
350 34th Street South
St. Petersburg, Florida

Dear Mrs. Hunt,

In talking with Clarence Givens, I have learned that there is a great deal of information available from your department concerning career education in the elementary school. I would be very pleased to have the opportunity to talk with you about the possibility of the boys and girls at Lynch Elementary School participating in the Career Education Program as much as possible.

I understand that there are some target schools for this program and certainly do not want to infringe on the effectiveness of the program in those schools. If it might be possible for the boys and girls here at Lynch to benefit in any way from this program, we would appreciate that opportunity.

I shall be looking forward to hearing from you.

Very truly yours,

Robert E Bouffard

Robert E. Bouffard
Principal

Northeast High School
5500 - 16th STREET NORTH, ST. PETERSBURG, FLORIDA
33703

Lee R. Benjamin, Principal
Bill C. Williamson, Assistant Principal
Caroline H. Dunkle, Dean of Girls
Rex B. Musgrave, Dean of Boys

Dorothy P. Cheatham, Curriculum Coordinator
Jesslyn L. McBride, Registrar
W. Vincent Durkin, Guidance Chairman

September 13, 1972

Memorandum

To: Mrs. Myrtle W. Hunt, Career Education
City Center for Learning

From: Lee R. Benjamin, Principal

Northeast High School requests any assistance you may be able to offer in the area of career education.

We have a very active Career Education Committee, headed by Mrs. Dorothy Cheatham. Mrs. Cheatham is also our Curriculum Associate. Mr. Willie Felton is our Occupational Specialist.

Please contact Mrs. Cheatham, Ph. 527-8441, regarding arranging a date to confer with you.

dc

c.c. Mrs. Cheatham

Oakhurst Elementary School
10535 137TH STREET NORTH
Largo, Florida 33540

SS GERTRUDE ENGELHARDT
PRINCIPAL

December 8, 1972

Mr. Clarence Givens
Career Educ. Office
City Center for Learning
850 34th Street South
St. Petersburg, Florida

Dear Mr. Givens;

It has been brought to my attention that the Career Education Program, including elementary, is being taken care of by you.

As you may know, Oakhurst is one of the largest elementary schools with over 1100 children. Our ability level, socio-economic etc. runs the gamut and we are a very lucrative school in which a program like this would be most heartily accepted.

We, staff-parents-children would like to be considered if there is any possibility of your adding schools to the program. We are not an E.S.E.A. school but we do have a state unit in guidance that has been placed in our school this year.

Thank you for any consideration you may give us.

Sincerely,

GE/jl

[redacted]

[redacted]

Palm Harbor Junior High School
415 - 15th Street
PALM HARBOR, FLORIDA 33563

ALLAN E. LUDECKE
PRINCIPAL

PHONE 784-3352

August 27, 1973

Mr. Jack Shumate
Executive Asst. Supt.
Acting Voc. & Tech. Adult Education
School Administration Building
1960 East Druid Road
Clearwater, Florida 33518

Dear Mr. Shumate:

I would like to request that Palm Harbor Junior High School, grades 4 - 8, be included as a pilot school in career education for 1973-74. We already have an occupational specialist and a guidance person serving our school.

Thank you for your consideration.

Sincerely yours,

Allan E. Ludecke

cc: Myrtle Hunt

AEL:mw

[redacted]

Pinellas Park JUNIOR HIGH SCHOOL
6940 - 70TH AVENUE NORTH
PINELLAS PARK, FLORIDA 33565

THOMAS W. WOOLLEY, PRINCIPAL
SAMUEL R. SMITH, ASST. PRINCIPAL
JANIE H. BUDDIN, DEAN
WILLIAM BEYER, DEAN
WILLIAM G. PETERS, COOR. OF GUIDANCE

PHONE 544-1489

March 15, 1973

Mr. Givens;
City Center For Learning
850 34th Street South
St. Petersburg, Florida (33712)

Dear Mr. Givens:

I would like to request that Pinellas Park Jr. High become an associate school in the career education project for guidance.

Monthly forms will be submitted by the occupational specialist as required.

Thomas W. Woolley
Thomas W. Woolley, Principal

ST. PAUL'S SCHOOL
1358 - 20th AVE. N.
ST. PETERSBURG, FLORIDA 33704
February 15, 1973

Dear Mr. Givens;

It has been brought to our attention at St. Paul's Elementary that we may become an associated school in career education through a guidance component.

We understand that to meet our responsibility in this compenent we will submit a monthly report on career activities and our counselor will attend career guidance advisory meetings. In return we will have full use of the guidance resources at the career education office.

Thank you for your time and consideration.

Sincerely,

Sister Bernadette Mary Donovan
Sr. Bernadette Mary Donovan

Carol Payne
Carol Payne, Counselor

St. Petersburg Exceptional Child Education Center
2350 - 22nd AVENUE SOUTH
ST. PETERSBURG, FLORIDA 33712

EDWARD L. HEERSCHAP
PRINCIPAL
DOROTHY ROBERTSON
SECRETARY

Telephone
867-2130
867-2139

December 18, 1972

Miss Myrtle Hunt
Director of Career Education
City Center for Learning
St. Petersburg, Florida

Dear Miss Hunt:

Shop and vocational activities are very important with our students at St. Petersburg Exceptional Child Ed. Center. Mr. Cary, shop teacher at Lakeview School, has a knowledge of this community and understands the needs of our students.

Would you permit Mr. Gary to assist our teachers at various times in helping our teachers with shop activities on a consultant basis?

Sincerely,

Edward L. Heerschap

Edward L. Heerschap, Principal

ELH/dr

[redacted] [redacted]

Seminole JUNIOR HIGH SCHOOL

8701 - 131st STREET NORTH -:- SEMINOLE, FLORIDA 33542

PHONE 391-9935

DONALD R. DITTMAN, Principal
WALLACE W. BEMBRY, Asst. Principal
VICTOR J. BERTOLUZZI, JR., Dean of Boys
RUTH McNUTT, Dean of Girls

PAM ZOPF, Guidance
JAMES W. DUNN, Guidance
WILLIAM TEMPLEMAN, Guidance

October 15, 1972

Mrs. Myrtle Hunt
City Center for Learning
850 - 34th Street South
St. Petersburg, Florida 33712

Dear Mrs. Hunt:

We are interested in the Career Development Pilot Program in Pinellas County. We would like to be considered for any information on the program through Audio-Visual and printed materials.

We appreciate your consideration.

Sincerely yours,

Donald R. Dittman

Donald R. Dittman
Principal

DRD/mc

South Side Junior High School

1701 10TH STREET SOUTH ST. PETERSBURG, FLORIDA 33705
TELEPHONE 862-3472

RLES F. KELSAY
PRINCIPAL

LLIAM C. SMITH
ISTANT PRINCIPAL

JACK C. REIMER
DEAN

CLARICE HOPKINS.
JOHN B. JOINER
GUIDANCE COUNSELOR

August 23, 1972

Mr. Clarence Givens
Career Education Program
City Center for Learning

Dear Sir:

I am interested in the Career Education Program. Please contact me as soon as possible so that I can become knowledgeable about the program and have the opportunity to have our school considered.

Sincerely,

C F Kelsay

Charles F. Kelsay
Principal

CFK/mc

TO: CLARENCE GIVENS, COORD. OF GUIDANCE CAREER ED.
SCHOOL ADMINISTRATION BUILDING

FROM: CHARLES S. BAKER, PRINCIPAL
TARPON SPRINGS JUNIOR HIGH

REF: CAREER EDUCATION

Dear Mr. Givens:

I am requesting that Tarpon Springs Junior High be considered as an associate Career Education School. I understand that by doing so we will be eligible to receive certain materials that will be beneficial to us as we plan for our students.

Sincerely,

Charles S. Baker

Charles S. Baker
Principal

CSB/hm

Tyrone Junior High School
6421 22ND AVENUE NORTH
St. Petersburg, Florida 33710

JOHN H. RUSSELL
PRINCIPAL

JONATHAN T. ZACHARY
ASSISTANT PRINCIPAL

March 23, 1973

Mr. Clarence Givens
Career Education Dept.
City Center for Learning
850 34th Street South
St. Petersburg, Florida

Dear Mr. Givens:

I would like to request that Tyrone Junior High School become an associate school in the Career Education Project for Guidance.

Monthly forms will be submitted by the Occupational Specialist as required.

Sincerely,

John H. Russell

John H. Russell
Principal

JHR:sm

Westgate Elementary School
3560 58TH STREET NORTH
ST. PETERSBURG, FLORIDA 33710
PHONE 345-6668

MARGARET KRAFT
PRINCIPAL

LEAH TAYLOR
SECRETARY

April 6, 1973

Mrs. Myrtle Hunt, Director
Career Development
City Center for Learning
850 34th Street South
St. Petersburg, Florida

Dear Mrs. Hunt:

Westgate Elementary is very much interested in becoming an associate school in Career Education in the area of guidance.

We agree to submit monthly reports of our use of materials and activities.

We also have at least five teachers who are interested in participating in one of the workshops on Career Education that will be conducted this summer and who are submitting their applications.

Please let us know what else is required in becoming an associate school.

Very truly yours,

Jacqueline H Mohr

Jacqueline H. Mohr, Counselor

Margaret L. Kraft

Margaret L. Kraft, Principal

FRANK R. MARTIN, PRINCIPAL

PHONES: 822-4641
822-4642

Wildwood Elementary School

635 - 28TH STREET SOUTH
ST. PETERSBURG, FLORIDA

August 28, 1973

Mrs. Mytrle Hunt
Director of Career Education Project
City Center for Learning

Dear Mrs. Hunt:

The faculty at Wildwood Elementary has discussed the philosophy and implications of the career Education program and decided that we wish to be actively involved in this educational endeavor.

Please keep us informed of future developments, and if we can aid you in any way, we will be happy to do so.

Sincerely,

Frank C. Martin

Frank R. Martin

FRM/fwb

cc: Jack Shumate, School Administration Building

This is to inform you that the faculty of Wildwood Elementary School is totally committed to the philosophy of Career Education.

Betty Smith
[illegible] Thomas
[illegible] K. Bryant
Eleanor Azevedo
Roger D. [illegible]
Mary R. Brofyn
Jo Smith
Jean E. Cameron
Sylvia Ghirardini
H. Wilkison
Ruth Vernal
Edith Graham
Joseph J. McCoy
Elizabeth Keigley
Molly London
Mary Duggins
Barbara Lewellen
June Grimes
Sylvia Gonzalez
Ann Harrison

Betty Rikanorud
Mildred Albritt
Peggy Bateman
Thelma W. Booker
Robert Moulds P.E.
L. Glenn Brown
Frances W. Barnes
Effie Teal

217

[redacted]

Judy Clarridge [redacted]

Cyrus Everette, Principal

Gail Rand, Secretary

WOODLAWN ELEMENTARY SCHOOL
1600 SIXTEENTH STREET NORTH
ST. PETERSBURG, FLORIDA 33704
TELEPHONE 862-3479

August 30, 1973

Mrs. Myrtle Hunt, Director
Pinellas County Project Career Ed.

Dear Mrs. Hunt:

My staff and I are interested in Woodlawn becoming one of the Expansion Schools in Career Education. Woodlawn has served as a control school for phase Middle School Activities. Our counsellor Mrs. Mc Laughlin is already serving at Lakeview Elementary, a Career Education School. I feel that her experience in working with the program at Lakeview will facilitate the program here at Woodlawn.

We appreciate your serious consideration to this request.

Sincerely yours,

Cyrus Everette

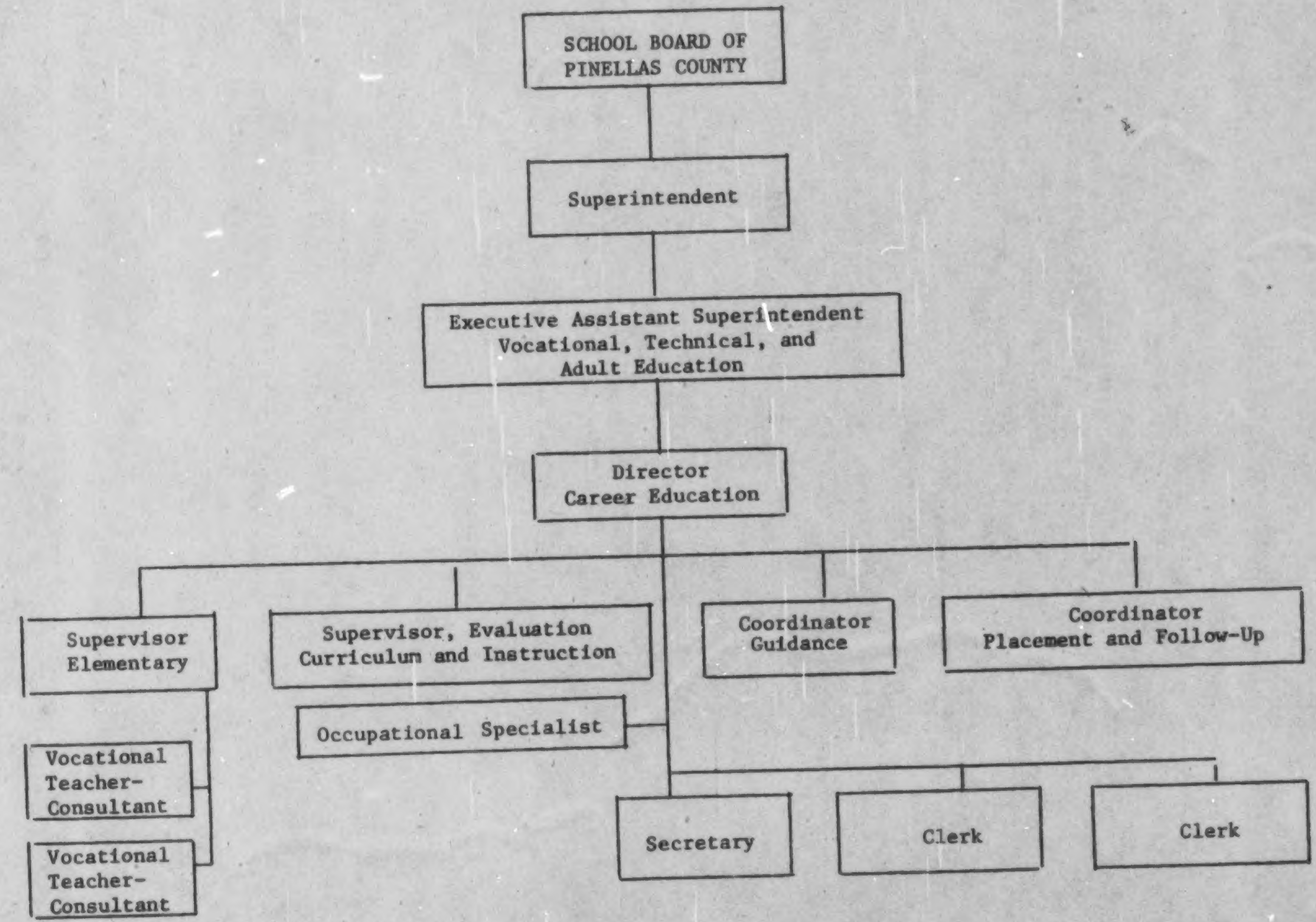
Cyrus Everette, Principal

cc: Mr. Jack Schumate
Vocational Technical Adult Education
Administration Building
1960 Druid Road
Clearwater, Florida 33518

APPENDIX H

ORGANIZATION CHART AND JOB DESCRIPTIONS

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT
ORGANIZATION CHART


SCHOOL BOARD OF PINELLAS COUNTY
Superintendent
Executive Assistant Superintendent Vocational, Technical, and Adult Education
Director Career Education
Supervisor Elementary
Supervisor, Evaluation Curriculum and Instruction
Coordinator Guidance
Coordinator Placement and Follow-Up
Occupational Specialist
Vocational Teacher-Consultant
Vocational Teacher-Consultant
Secretary
Clerk
Clerk

DIRECTOR

CAREER EDUCATION PROJECT

Reports to:	Executive Superintendent of Vocational-Technical and Adult Education
Job Definition:	This is an administrative position involving the development, organization, implementation and operation of the Career Education project for the State Department of Education in Pinellas County. This is a USOE funded 18 month project - January 1, 1972 through June 30, 1973.
Typical Duties:	Preparation of the Research and Development Grant request Development of the project plan of action, focus, organization, and funding allocation plan Develop job descriptions and aid in the selection of other project personnel Administer and supervise the coordination and operation of each phase of the project with the pilot schools involved Schedule the structure and implementation of the various components of the project Administer and supervise the project services to participating schools - workshops, research activities, testing and evaluation procedures, budgeting and reporting Supervision of all project employees, both professional and supporting Coordination of all phases of the project with local, state and federal representatives Development of internal evaluation procedures and arranging for the third-party evaluation as required by the USOE
Competencies:	Interest in and understanding of career education concepts

Qualifications
Director

Working knowledge of vocational, academic and guidance programs in Pinellas County and the State of Florida

Ability to work harmoniously with the various groups involved

Desirable Background: Master's degree in Vocational Education plus a degree in guidance and counseling. Post graduate work in vocational education administration and supervision.

Minimum of 3 years effective teaching experience in at least two levels of vocational education

Minimum of 3 years in vocational education administration and supervision

Demonstrated competency in project development, organization, operation, research and evaluation

SUPERVISOR OF EVALUATION

CAREER EDUCATION PROJECT

Reports to:	Director of Career Education Project
Job Definition:	This is a supervisory position in the Career Education Project. The employee will be responsible for developing a plan for internal evaluation of the Career Education Project K-14. This employee will also be responsible for coordinating evaluation activities with the third-party evaluator as required by the USOE.
Typical Duties:	Aid in the development of career education objectives and realistic methods of evaluation Developing of measuring instruments and methods and the handling of pre-test and post-test activities Supervise the on-going revision of curriculum materials in accordance with analyzed test results Aid teachers in developing more accurate measures of pupil progress related to the specific objectives of career education Review and evaluate curriculum materials, teaching techniques, methods and student activities related to career education
Competencies:	Ability to work harmoniously with various groups and individuals involved Interest in and understanding of career education concepts Understanding of curriculum design and related evaluation procedures Ability to lead teachers in the development and revision of curriculum, as related to test results in career education
Desirable Background:	Master's degree in education

Qualifications
Supervisor of Evaluation

Several years of teaching experience in a variety of subjects and at different levels

Work experience outside of education

Demonstrated ability to develop research and evaluation designs

Supervisory and/or administrative experience helpful.

Length of Project Service: August 14, 1972 through June 30, 1973

Salary Range: ________________________ supervisory level - depending on background and experience.

[redacted]

SUPERVISOR

ELEMENTARY CAREER EDUCATION

Reports to: Director of Career Education Project

Job Definition: This is a supervisory position in Elementary Career Education. The employee will be responsible for assisting with the planning, organization, implementation and evaluation of the Elementary Component of the Career Education Project in 4 Pinellas County elementary schools.

Typical Duties: Review related research for the purpose of identifying and evaluating elementary school career education projects already in operation

Review and evaluate materials already developed

Select and work with a committee of outstanding teachers, grades K-6, in exploring potential revision of existing elementary curricula in order to re-focus it around the career development theme

Aid in the planning of summer workshops for elementary teachers in participating schools for the purpose of providing orientation experiences which will facilitate implementation of the broad goals of the career education project as established by the Florida State Dept. of Education and the USOE. [Identify objectives, select and develop learning experiences and resource materials, suggest organizational structures and evaluation processes]

Supervise the development, revision and implementation of curriculum materials in career education

Work with principals, supervisors, and consultants in supervising the implementation phase of the career education project at the elementary level.

Competencies: Ability to work harmoniously with various groups involved

Interest in and understanding of career education concepts

Ability to develop and write curriculum materials and to select resources

Working knowledge of vocational education programs.

Desirable Background:

Master's degree in elementary education

Several years of teaching experience - with preference going to applicants with experience at more than one grade level and in more than one subject area

Work experience outside of education

Course work in guidance and counseling and/or experience

Supervisory experience.

Length of Project Service: March 15, 1972 to June 30, 1973

Salary Range: ________________ depending on background and experience.

COORDINATOR

GUIDANCE AND COUNSELING IN CAREER EDUCATION

Reports to:	Director of Career Education Project
Job Definition:	This is a coordinating position in Guidance and Counseling for Career Education. The employee will be responsible for assisting with the planning, organization, implementation and evaluation of the Guidance and Counseling Component of the Career Education Project in 10 Pinellas County Schools.
Typical Duties:	Review related research for the purpose of identifying and evaluating guidance and counseling components of career education projects already in operation Review and evaluate guidance and counseling materials and methods currently being used Plan in-service activities for counselors and classroom teachers - workshops will be held during July and August of 1972 and will include career development theory, counseling techniques and instructional methods Will assist in development of placement services for all students participating in the comprehensive career development model Assist in coordinating vocational guidance and counseling activities in participating schools during the 1972-73 school year Plan for and conduct on-going evaluation of the guidance and counseling component Coordinate the development, revision and implementation of guidance and counseling activities in career education Work with principals, supervisors, counselors and consultants in the implementation of the career education project.
Compentencies:	Ability to work harmoniously with various groups involved Interest in and understanding of career education concepts

Ability to develop and write curriculum materials and to select sources related to the guidance and counseling component

Working knowledge of vocational education programs.

Desirable Background: Bachelor's degree in an area of Vocational Education

Master's degree in guidance and counseling

Several years of teaching and counseling experience

Work experience outside of education

Supervisory and/or administrative experience

Length of Project Service: April 1, 1972 to June 30, 1973

Salary Range: ____________ depending on background and experience.

COORDINATOR of PLACEMENT

CAREER EDUCATION PROJECT

Reports to:	Director of Career Education Project
Job Definition:	This is a coordinating position in placement for Career Education. The employee will be responsible for working cooperatively with other school placement personnel and the employment security division to assure that students leaving the Career Education Program will be placed in jobs or in other educational programs.
Typical Duties:	Conduct surveys to identify potential employers for students: (1) graduating from school, (2) leaving school for other reasons and (c) completing special programs Work cooperatively with the Information System to establish a functioning placement and follow-up service Maintain current files of both part-time and full-time job opportunities for students in the community, and accept applications from students seeking placement Plan jointly with business and industry for the evaluation of curriculum at all levels and in all programs, and Counsel with students concerning job placement.
Competencies:	Ability to work harmoniously with the various groups involved Interest in and understanding of career education concepts Working knowledge of vocational programs Ability to place and supervise students on the job Knowledge of the community and community contacts important considerations.
Desirable Background:	Master's degree in vocational education, administration, supervision, guidance or personnel management

Work experience outside of education, teaching experience and placement experience

Experience in collecting, treating and reporting data and other pertinent information about students, - educational requirements, skills and competencies related to the labor market needs

A working knowledge of the computer information system in Pinellas County.

Length of Project Service: April 15, 1972 to June 30, 1973

Salary Range: ______________ depending on background and experience.

VOCATIONAL TEACHER CONSULTANT

CAREER EDUCATION PROJECT

Reports to:	Supervisor of Elementary Career Education
Job Definition:	This is a teacher consultant position in Career Education. The employee will be responsible for developing and organizing curriculum. This will require close cooperation between the specialist and the classroom teacher. Approximately 50 percent of the consultant's time will be devoted to implementing activities, materials, and use of equipment with the children in the classroom.
Typical Duties:	Review and evaluate literature and materials of the specialty. Consult with classroom teachers and other appropriate people to plan possible activities. Arrange to visit classrooms to initiate projects, try out activities, materials, lessons, equipment, etc., with children in the classroom in order to evaluate effectiveness. Arrange orientation sessions for the children to acquaint them with the tools, equipment, etc. Provide appropriate written materials that fuse the specialty with the academic curriculum. Provide tools and materials of their specialty for classroom use.
Competencies:	Ability to work with individuals and groups of various ages and backgrounds. Interest in and understanding of career education concepts Ability to develop and write curriculum materials and to select resources
Desirable Background:	Bachelor's degree with certification in area of specialty. Several years of teaching experience in the specialty. Work experience outside of education in their specialty.

[redacted] [redacted]

OCCUPATIONAL SPECIALIST

CAREER EDUCATION PROJECT

Reports to: Director of Career Education Project

Job Definition: This is a county-wide supportive position of the Guidance Component involving the coordination and dissemination of various information pertaining to guidance, skill development, business, industry, government, and labor resources.

Typical Duties: Assist in establishing and maintaining liason with the Occupational Specialists in the Pilot schools.

Assist in organizing and maintaining a comprehensive information system on Community Resources; such as, Area Chambers of Commerce, Labor Organizations, Parents and other individuals.

Assist in establishing and maintaining communications with business, industry, government, and labor.

Assist in establishing and maintaining a comprehensive information system on skill training programs and institutions.

Assist in coordinating and disseminating A.V. and other materials relative to career information, occupational information, human development and other guidance functions.

Assist counselors and occupational specialists in working with students enrolled in the pilot schools.

Competencies: Interest in and understanding of career education concepts.

Aware of vocational, academic and guidance programs.

Ability to work harmoniously with the various groups involved.

Desirable Background: A high school diploma or G.E.D. certificate

A minimum of 4 cumulative years of successful full-time gainful work experience in a field outside of professional education.

Shall be able to provide written evidence supporting his ability to relate to young people. (e.g., statement from former employee, statement from co-workers, statements from civic or youth organizations supporting this person's ability to relate to young people.)

APPENDIX I

STEERING COMMITTEES

ST. PETERSBURG AREA CHAMBER OF COMMERCE

CAREER EDUCATION SUBCOMMITTEE
OF THE
EDUCATION COMMITTEE

Mr. Fred Cuykendall, President (Subcommittee Chairman)
Oravisual Company, Inc.

Mr. Andrew Padova, Executive Director
Pinellas County Health Care Foundation

Mrs. Ruth Brothers, Secretary to
Mr. Laurence Herman, Vice President Sales and Marketing
Times Publishing Company

Mr. David Walker, Vice President
Union Trust National Bank

Mr. L. E. (Gene) Oliver, Jr., Financial Officer
Magnadyn Financial Corporation

Mr. Lewis Lancaster, Jr., Director of Marketing
Union Trust National Bank

CAREER EDUCATION
ELEMENTARY ADVISORY COMMITTEE

Name	School	Position	Grade Level If Applicable
Ruth Brown	Palmetto Elementary	Librarian	
Anna M. Howry	Lakeview Elementary	Teacher	Primary
John G. Lash	Eisenhower Elementary	Teacher	Intermediate
Frank R. Martin	Palmetto Elementary	Principal	
Louis McCoy	Lakeview Elementary	Principal	
Mary Noyes	Campbell Park Elementary	Teacher	Third Grade
Leonard Summers	Campbell Park Elementary	Principal	
Sandra Turtzo	Lakeview Elementary	Teacher	First Grade
Lavon Williams	Palmetto Elementary	Teacher	Sixth Grade
William Yates	Campbell Park Elementary	Teacher	Fourth Grade

CAREER EDUCATION
GUIDANCE ADVISORY COMMITTEE

Name	School	Position	Grade Level If Applicable
James L. Bailey	Eisenhower Elementary	Teacher	Intermediate
Lena Brown	Gibbs Senior High	Counselor	
Harry Danielson	Pinellas County	Supervisor	Guidance
Lottie B. Ellis	Palmetto Elementary	Teacher	Sixth Grade
Nona Grotecloss	City Center for Learning	Counselor	
Miriam McConnell	Lakeview Elementary	Counselor	
Mable Martin	16th Street Junior High	Counselor	
Jacqueline Mohr	Clearwater Comprehensive Junior High	Counselor	
Carol Payne	Wildwood Elementary	Counselor	
Ferris Post	Pinellas County	Supervisor	Adult & Vocational Guidance
Deborah Rankin	Lakewood Ele-entary	Counselor	
Ruth Roche	Pinellas Vocational-Technical Institute	Counselor	
Catherine Sattler	Campbell Park Elementary	Counselor	
Paul Sedlak	Dunedin Senior High	Counselor	
Joyce Wachtler	Campbell Park Elementary	Teacher	Fifth Grade

APPENDIX J

QUARTERLY REPORTS

[redacted]

QUARTERLY REPORT

Project No. V 261018L
Grant No. OEG-0-72-0735

A Comprehensive Vocational Education Program for Career Development in Grades K-14

Exemplary Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, W. S. Department of Health, Education, and Welfare, Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Kenneth M. Eaddy, Administrator
Vocational Research and Evaluation Function
Division of Vocational, Technical and Adult Education
Department of Education
Tallahassee, Florida 32304

March 30, 1972

4. to improve overall performance by participation in a unified, action-centered, career-related curriculum.

C. Programs at grade levels 10-14 to improve job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities.

Specific student objectives are:

1. to provide in depth exploratory and training experiences in one occupational cluster and to develop job entry level skills in one occupational area, leaving open the option to move between clusters;

2. to improve overall performance by participation in a unified, action-centered, career-related curriculum;

3. to provide training experiences for intensive preparation in a selected occupational cluster, or in a specific occupation and to demonstrate job entry skills necessary for success in an occupation and/or further education.

D. Broadly stated process objectives related to the project are to provide:

1. a broad occupational orientation at elementary and secondary school levels to increase student awareness of the range of options open to them in the world-of-work;

2. work experiences, cooperative education and similar on-the-job training programs, in addition to those currently available, making possible a wide variety of offerings in many occupational areas;

3. specific training in job entry skills for students just prior to the time they leave school (Some of these programs may be intensive and of short duration);

4. intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement may be in a job, in post-secondary occupational programs, or in a 4-year college program);

5. continuing follow-up of all dropouts and graduates to provide information for program revision;

6. an inservice orientation program for teachers, administrators and supportive staff to acquaint them with goals, methods and techniques of the career development program.

E. During the first quarter of the project, activities directly related to orientation, organizational and planning phases have received prime consideration. Specific activities included:

1. presentation of the project proposal to (a) the superintendent and his immediate staff, (b) the VTAE supervisory and administrative staff, (c) the principals of pilot schools and (d) the School Board of Pinellas County.
2. a three-hour orientation seminar for representatives of the pilot schools - including administrators, guidance personnel, supervisors, curriculum coordinators, and selected key teachers.
3. tentative appointment of the local director of the project.
4. meetings with the principals of individual pilot schools to outline proposed plans.
5. school meetings to develop plans for in-service workshops to train teachers for the implementation phase.
6. meetings with county-level supervisors of guidance to determine the "state of the art" in pilot schools and to identify changes needed.
7. presentation of the project proposal to a county-wide meeting of all guidance personnel.
8. extensive visits to the pilot schools to acquaint the director of the project with the nature of facilities available.
9. an itensified search of the literature to identify related projects and to locate curricula and other teaching aids already developed for use in career development programs.
10. the establishment of a communications network with all 50 states.
11. on site visits to (a) the OCCUPAC project at Eastern Illinois University, (b) the FAIS project at the University of Florida, (c) the DADE County Public Schools, and (d) WYMORE Tech in Orlando.
12. staff participation in a LOOM workshop.
13. staff attendance in a career education seminar held in Atlanta, and included a meeting with the career education specialist on the USOE regional staff.
14. staff participation in a joint meeting for local directors of similar projects in Florida.

15. the writing of a resolution concerning career education for presentation to the School Board of Pinellas County.

16. the ordering of audio-visuals, books, and other materials for review and possible purchase.

17. the development of job descriptions for the positions available in the project, and the announcement of positions in the Pinellas County Schools.

18. interviews with interested persons and the screening of qualified applicants by the personnel committee. (Final selections have been made and all will report for work on Monday, April 3, 1972.)

19. recruitment of secretarial staff and consideration of other supporting personnel.

20. orientation of pilot school staff members to current career education concepts.

21. extensive showing of the USOE film on CAREER EDUCATION.

22. planning and developing a CAREER MOTIVATION brochure in cooperation with the local chapter of the National Alliance of Businessmen.

23. identification of tentative local objectives for career development.

24. tentative planning for in-service workshops to be held during June, July, and August, 1972.

II. A. Local community supports Career Education Concept.

1. Career education concepts are acceptable to the majority of educators in Pinellas County. Very few individuals have rejected the basic philosophy. Principals and key staff members in the pilot schools are excited and cooperative.

B. Careful review reveals that much has already been done.

1. Review of related literature revealed many career education projects and a variety of operational methods. Considerable curriculum work has been completed, but very little is in print and even less has been properly evaluated.

2. Commercial publishers are working frantically to produce information and curriculum materials related to the new field of career education.

3. Business and industry have expressed verbal support for career education theory, and the National Alliance of Businessmen have given advice and support.

C. Communication is vital.

1. There is need for a workable network of communication between directors of local projects to facilitate curriculum development and testing - and to avoid expensive duplication of effort.

2. Educators involved in career education projects are most willing to share experiences - both good and bad!

III. Problems Encountered

A. There are differences of opinion.

1. There are many different general concepts of career education. The success of the project will depend on an early reconciliation of the noted differences.

2. Some educators, discouraged with the present system, tend to see career education as the answer to all the ills in education. Realistic expectations must be fostered.

B. Qualified staff and curriculum needs are great.

1. Curricula and other teaching aids are being developed at a rapid rate by commercial publishers. Reliable and valid measures are not being used to test the materials before they are sold. Many of these hastily prepared educational materials will ultimately be proven ineffective and perhaps useless, but not before countless dollars have been spent on the untimely purchase of such materials.

2. There is a great need for quality in-service education, but few, if any, guidelines are available for the development of such programs.

3. Consultants with practical experience in local classrooms are very hard to find.

4. Some widely acclaimed approaches to career education have serious weaknesses which have not been so widely acclaimed! Caution should be used in the selection of methods and materials.

5. All of the pilot schools in the project have readily identifiable differences. It will be impossible to use a standard "cookbook" approach. Each school must evolve its own plan for the implementation of career education. This will create problems in planning, implementation and evaluation.

IV. Dissemination Activities

A. Copies of the project proposal have been distributed to all of the staff members in the pilot schools.

B. A collection of papers dealing with the various aspects of career education has been compiled, duplicated and distributed to key personnel in the pilot schools.

V. Data Collection

A. Enrollment data from the pilot schools has been revised and updated.

B. Data concerning the competencies of teachers has been collected and used in the identification of key personnel for the project.

VI. Progress on Evaluation Plans and Procedures

A. A number of evaluation instruments have been examined, but final selections have not been made.

B. Instrument design for internal evaluation is underway in the following areas:

1. Career Education Information
2. Career Development Concepts
3. Work Experience Inventory
4. Perceptions of Career Education - Opinionaire

C. Control groups and control schools have been tentatively identified.

VII. Other Activities

A. In-service plans:

1. In-service components have been written to cover teachers participating in summer workshops. Current plans would enable teachers to earn 120 points during the summer. [40 updating, 40 exploratory, and 40 basic]

2. Summer workshop dates and locations have been determined and application forms are available in the pilot schools. Final deadline for applications is May 1, 1972.

3. Contact has been made with the University of South Florida to discuss the possibility of using intern teachers in the pilot schools.

B. Staff responsibilities:

1. Pilot schools have elected or appointed chairmen for career education. These individuals will coordinate activities within the school.

2. Supervisors have volunteered their services for summer workshops and have recommended staff for summer workshops.

VIII. Staff Utilization

A. The local director of career education is the only staff currently working in the project.

B. The Executive Associate Superintendent of VTAE and the Research and Survey Specialist have both been actively involved in the early stages of project development.

IX. Plans for the immediate future:

A. Organizational activities to continue

1. Orientation of new staff members

2. Selection and appointment of advisory groups

3. Review of existing facilities and equipment

4. Determination of facility and equipment needs to accomplish project objectives

5. Review, evaluate and make the necessary adjustments in the project plans

6. Continuation of the review of related literature

7. Continued evaluation of career education materials.

B. Summer Workshop plans:

1. Planning and Developing Resources to Implement Career Education

2. Career Education Concepts and the Guidance Function

3. The Vocational Component in Career Education: Teacher to Teacher

4. Articulation Problems in Career Education

5. Career Awareness in the Elementary School

6. Administration and Supervision of Career Education

7. Communications in Career Education

8. Placement and Career Education.

C. **In-school workshops and seminars:**

   1. **Dunedin High School**
   2. **Clearwater Comprehensive Junior High School**
   3. **Sixteenth Street Junior High School**
   4. **City Center for Learning**
   5. **Pinellas Vocational-Technical Institute**

D. County-wide Committees:

   1. **Organization of the elementary committee to review and develop materials for use in the summer workshops**
   2. Organization of the guidance committee to review and develop materials for use in the summer workshops
   3. Organization of the placement committee to review and develop materials for use in the summer workshops
   4. Plan pre-school activities related to career education in the pilot schools.

E. Evaluation

   1. Develop internal evaluation procedures for each component and for each school
   2. Arrange for external evaluation
   3. Arrange pre-testing of materials developed for use in the implementation phase.

F. Public relations and public information

   1. Contact business, industry and the professions to begin collection of data needed to provide occupational information to teachers and guidance personnel
   2. Develop a slide presentation on the career education project and organize a speakers bureau
   3. Continue staff visitation program
   4. Develop a comprehensive public relations and public information program.

E. During the second quarter of the project, activities continued to relate primarily to organization and planning with some implementation of plans during mid-June. Specific activities included:

1. approval of a resolution concerning career education by the School Board of Pinellas County. (See attachment)
2. final appointment of career education staff members.
    a. Guidance and Counseling Coordinator
    b. Placement Coordinator
    c. Elementary Supervisor
    d. Curriculum and Evaluation Specialist
3. selection and appointment of an elementary advisory committee.
4. selection and appointment of a guidance advisory committee.
5. specific planning for all summer workshops (See attachments).
    a. In-school workshop for Gibbs High School
    b. In-school workshop for Dunedin High School
    c. In-school workshop for Campbell Park, Lakeview and Palmetto
    d. In-school workshop for Eisenhower Learning Center
    e. In-school workshop for 16th Street Junior High School
    f. County-wide workshop: THE VOCATIONAL COMPONENT IN CAREER EDUCATION: TEACHER TO TEACHER
    g. County-wide workshop: CAREER EDUCATION CONCEPTS AND THE GUIDANCE FUNCTION
    h. County-wide workshop: PLANNING AND DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION
    i. FAIS (Fusion of Applied and Intellectual Skills) workshop
6. selection and appointment of staff for workshops.
7. selection and appointment of teachers for workshops.
8. further development of local objectives for career education.
9. identification of operating components of career education currently existing within the county school system.

10. establishment of a cooperative working relationship with the following resource groups:

    a. St. Petersburg Chamber of Commerce

    b. Central Labor Union - AFL-CIO

    c. Human Resources Development Institute AFL-CIO

    d. National Alliance of Businessmen

    e. Community Services Foundation

    f. Florida State Employment Service - Youth Division

    g. Neighborhood Youth Corp

11. job placement for students leaving pilot school.

12. updating of data inventory for business and industry in Pinellas County.

13. staff participation in a "Career Night" for disadvantaged high school youth.

14. staff participation in joint meetings for local directors of career education projects in Florida.

    a. Stanton Career Education Center - Jacksonville

    b. Beggs Institute - Pensacola

15. staff participation in the Commissioner's Conference on Career Education - Tallahassee.

16. staff participation in a VIEW workshop - Hollywood.

17. continued review of relevant literature.

18. continued search for resources of all types.

19. development and duplication of sample units of instruction in career education.

20. extensive viewing and evaluation of films, filmstrips and other audio-visuals.

21. selection of resources to be used in the workshops.

22. tentative plans for a county-wide career education conference in October. (similar to the Commissioner's Conference at the State level)

23. on-site visitation to FAIS in Gainesville and continued cooperation with LOOM.

24. staff participation in career education conferences in Miami (McGraw-Hill) and Washington, D. C. (Educational Testing Service)

25. actual starting of summer workshops - June 17, 1972.

    a. In-school workshops for Gibbs, Lakeview, Campbell Park, Eisenhower, Palmetto and Dunedin Senior High School

    b. The Vocational Component in Career Education: Teacher to Teacher - June 19, 1972 - June 30, 1972

II. Significant Findings

A. Teachers have many misconceptions about career education concepts.

B. Given the opportunity, teachers are eager to help plan for change in education.

C. Successful planning for change in any given school is dependent upon the extent to which the principal is directly involved with the staff in all phases of the planning activity, and that support cannot be passive in nature.

D. Authoritarian principals and teachers are not the best change agents.

E. The age of the principal (or teacher) does not seem to be a very significant factor when planning for change in education.

III. Problems encountered

A. Individual schools perceive career education in many different ways and these differences are extremely difficult to resolve.

    1. Some teachers, even after considerable exposure to the concept, see career education as a separate unit of instruction.

    2. Some teachers see career education as an integral part of all curricula.

    3. Some teachers see career education solely as a function of guidance.

    4. Some teachers see career education solely as a function of vocational education.

B. The fantasy of career education as a cure for all evil in education disappear quickly.

1. Career education is a real challenge.

2. Career education will not be easy.

3. Career education will be expensive.

C. A model or method for implementing career education should not be developed entirely by an outside force and super-imposed on any school system or on any school within a system. (Each school must have some freedom to develop career education in its own way.)

D. Career Education theory is developing into "prescriptive" education -- for every student in all schools.

E. Qualified staff, curriculum development, and material resources continue to be significant problems.

IV. Dissemination activities

A. Workshop plans developed by the planning committee(s) were duplicated and sent to faculty members of all pilot schools for critique and further development.

B. The USOE clusters were printed and sent to all schools for consideration.

C. A series of films and other audio-visual materials were presented to teachers for evaluation.

D. Sample units of instruction were developed, duplicated and sent to teachers in the pilot schools for critique.

E. Teachers participated in both LOOM and FAIS informational meetings.

V. Data collection

A. Inventory of human resources in the pilot schools (Special competencies of teachers and other school staff--information not yet compiled)

B. Work experience inventory (information not yet compiled)

C. Personal data on teachers

D. Career Education Information (data not yet compiled)

E. Helping pilot schools to determine internal evaluation procedures

VI. Progress on evaluation plans and procedures.

   A. Identification of personnel for evaluation study.

   B. Study of institution(s) to perform required third-party evaluation.

   C. Continuation of search for relevant instruments to measure outcomes of career education.

   D. Further development of relevant instruments.

   E. Helping pilot schools to determine internal evaluation procedures.

VII. Other activities

   A. Additional counseling units have been assigned to the elementary schools in the project.

   B. Occupational Specialists have been assigned to all schools in the project and will receive special training in an August workshop.

   C. University of South Florida sought cooperation of project staff to select participants for a USF workshop relating vocational education and guidance to career education.

VIII. Staff Utilization

   A. The primary focus of staff effort during this second quarter has been toward development of the in-service education component. Approximately 250 teachers will be involved in summer workshops related to career education.

   B. Secondary emphasis was placed on additional planning for implementation and evaluation.

XI. Future plans

   A. Continuation of in-service workshops for teachers.

      1. Planning and Developing Resources to Implement Career Education - July 10, 1972 - July 28, 1972.

      2. Career Education Concepts and the Guidance Function July 10, 1972 - July 21, 1972.

      3. In-school workshop - 16th Street Junior High School July 17, 1972 to July 28, 1972.

      4. FAIS workshop - July 18, 1972 to July 21, 1972.

B. Selection and appointment of additional supporting personnel for career education:

   1. Vocational consultants

   2. Additional advisory groups

C. Informational and progress report meetings with interested groups

D. Continuation of organization and planning activities

   1. Re-scheduling of workshops

      a. In-school for City Center and Pinellas Vocational-Technical Institute

      b. Placement and Career Education

      c. Articulation Problems in Career Education

      d. Administration and Supervision of Career Education

      e. Career Awareness in the Elementary School

   2. Organization of a placement committee to aid in the further development of the placement and follow-up component

   3. Implement plans for pre-school activities in the pilot schools

E. Evaluation

   1. Final selection of institution(s) to provide third-party evaluation

   2. Approval of the Board and assignment of contract for evaluation services

F. Public relations and public information

   1. Continuation of business, industry, civic, and professional contacts

   2. Revise presentation on career education project -- up-date to include progress

   3. Continue and expand staff visitation program

   4. Develop a plan to have career education covered by the various media on a monthly basis.

E. During the third quarter of the project, activities related to staff development, curriculum development, and internal evaluation procedures. Specific activities included:

1. completion of summer workshops for teachers and counselors in participating schools.

    a. In-school workshops for Gibbs High School

    b. In-school workshop for Dunedin High School

    c. In-school workshop for Campbell Park, Lakeview and Palmetto

    d. In-school workshop for Eisenhower Elementary School

    e. In-school workshop for 16th Street Junior High School

    f. County-wide workshop: THE VOCATIONAL COMPONENT IN CAREER EDUCATION: TEACHER TO TEACHER

    g. County-Wide workshop: CAREER EDUCATION CONCEPTS AND THE GUIDANCE FUNCTION

    h. County-Wide workshop: PLANNING AND DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION

    i. FAIS (Fusion of Applied and Intellectual Skills) workshop middle school and elementary school teachers

    j. FAIS (Fusion of Applied and Intellectual Skills) workshop for Eisenhower Elementary staff

2. completion and reproduction of materials developed in the summer workshops.

    a. elementary units
    b. junior high units
    c. senior high units
    d. guidance units
    e. guidance activities
    f. general activity suggestions
    g. bulletin board ideas
    h. posters

3. continued review, selection, and purchase of commercial materials for:

    a. elementary level
    b. junior high level
    c. guidance and counseling
    d. evaluation

4. development of tentative job descriptions for suggested supporting personnel for participating schools.

5. interviewing supporting personnel for participating schools.

6. selection and appointment of supporting personnel for the participating schools.

    a. guidance personnel
    b. occupational specialist
    c. vocational consultants

7. development of orientation and in-service activities for supporting personnel in participating pilot schools.

8. staff participation in joint meetings for local directors of career education and exemplary projects.

    a. Tallahassee
    b. Orlando

9. staff participation in the FVTAE and FVA conference in Miami.

10. continued compilation of community resources for use by career education teachers and counselors.

    a. field trips
    b. material resources
    c. human resources

11. determination of information needed for the placement and follow-up survey.

    a. length of work week
    b. rate of pay
    c. employment of handicapped (disadvantaged)
    d. number of employees (current) part-time and full-time
    e. current vacancies, part-time and full-time
    f. annual replacement needs, part-time and full-time
    g. estimated needs for replacement, expansion, etc., for 1973-1978, part-time and full-time

12. review and further development of instruments to collect data.

    a. labor market needs
    b. student interests

13. development of preliminary plans for first job opportunity survey.

    a. South Pinellas
    b. Central Pinellas

    c. North Pinellas
    d. surrounding counties
    e. State trends
    f. National trends

14. informing occupational specialists concerning the placement aspect of career education.

15. staff participation in the development of plans for the second area Vocational-Technical center in Pinellas County.

16. continual visitation to all pilot schools to aid in the implementation of career education concepts.

17. review and further consideration of previously developed materials for pilot schools.

    a. FAIS
    b. LOOM
    c. VIEW
    d. Others

18. continued review of relevant research with particular emphasis on career education and the business and office occupations cluster.

19. continued search for good resources previously developed in other states.

20. participation in staff development activities for:

    a. elementary schools, pre-school
    b. home economics teachers - staff development day
    c. guidance personnel - staff development day
    d. occupational specialists - orientation and staff development day

21. revision of plans for a county-wide career education conference.

22. on-site visit to the Skyline Career Education Center in Dallas, Texas.

23. tentative identification of objectives for the placement and follow-up component.

24. tentative plans for in-service workshop for placement and follow-up component.

25. coordination of all workshop efforts and materials.

26. development of tentative plans for county-wide in-service staff development workshop components for January, February, and

March, 1973.

  a. elementary personnel
  b. junior high personnel
  c. senior high personnel
  d. guidance personnel
  e. orientation to career education concepts
  f. administration and supervision of career education

27. answering inquiries about career education from other schools, school systems, and other states.

II. Significant Findings

A. Summer workshops, in general, developed enthusiasm for career education concepts among participating teachers and counselors.

B. Elementary school teachers and administrators are more flexible and less hesitant concerning changes in the school curriculum than are those involved in advanced levels of education.

C. Junior high teachers, in general, accept new concepts more readily than senior high teachers.

D. Teachers and school administrators, at all levels, are fearful that parents will reject career education concepts and programs.

E. It is difficult to assure implementation after a successful summer workshop - continued support from the career education staff is vital.

F. Other schools in the county are developing interest in career education.

G. Guidance personnel are more realistic and use more discretion in the selection of relevant career education materials than do classroom teachers and administrators.

H. The success of career education efforts will, ultimately, depend upon a "grass roots" movement among classroom teachers, guidance personnel and building administrators -- county-level supervisors and administrators are not easily committed to the concept.

I. In general, vocational teachers, supervisors and administrators are more receptive and more cooperative than those in the regular areas of the school curriculum.

III. Problems Encountered

A. It is difficult to implement new concepts in education at the very beginning of a new school year -- teachers need time to internalize new ideas and concepts before they can successfully implement these ideas and concepts with youngsters in the classroom

B. Materials reviewed and selected by teachers and workshop staff during the summer are not readily available for use in September -- it takes time to order and receive materials for use with students.

C. Careful evaluation of units and other materials developed in summer workshops revealed that much of the material needed considerable revision.

D. Teachers and administrators did not use sufficient discretion in selection of material for use in their schools.

E. Schools have planned too many field trips and too few other experiences.

F. It is extremely difficult to edit, type, duplicate and disseminate materials developed by teachers in the summer workshops, with our limited staff and facilities.

IV. Dissemination Activities

A. All workshop materials have been duplicated and disseminated to each workshop participant, but many requests for copies of all materials produced can't be filled.

B. Considerable commercially produced material has been purchased and is now in the hands of either counselors or teachers.

C. Media specialists and occupational specialists have been made aware of available materials.

D. Career Education staff members have disseminated much general information to various groups; (community, business, industry and education) concerning the progress of the career education project.

V. Data Collection

A. Teachers to be involved in the FAIS (Fusion of Applied and Intellectual Skills) program have taken the Myers-Briggs Personality Type Inventory and plans are being made to test all teachers in the project.

B. Catalogs, magazines, newsletters and other information concerning career education activities and efforts in other areas and states are constantly being collected.

[redacted]

VI. Progress on Evaluation Plans and Procedures

A. Contract for the third-party evaluation was awarded to the Southern Association of Schools and Colleges, Atlanta, Georgia.

B. Personnel representing the Southern Association made two on-site visits.

C. Project staff planned for internal evaluation with Florida State Department of Education staff.

D. Project staff planned with pilot schools on aspects of internal evaluation.

E. Many problems relating to internal evaluation have been encountered.

1. change in staff - new staff not yet appointed.

2. difficulty in selection of procedures because of the wide differences among schools.

3. personnel in pilot schools are not receptive to internal evaluation procedures as identified - back to the drawing board.

4. additional consulting help will be sought.

5. extensive evaluation of the summer workshops is underway, and the report will be available soon.

VII. Other Activities

A. Project staff members have served as consultants on the implementation of Career Education concepts.

B. An additional project to supplement the placement and follow-up component has been developed and approved by the FDOE for funding.

C. The Pinellas Career Education project has been established as an official evaluator for Compulearn, Inc., publishers of Compulearn Materials.

D. Project staff members have participated in preparation of the stated role of guidance and of the occupational specialist in career education pilot schools.

E. Communication has been established with political personnel with particular interest in career education programs.

F. Project staff members are completing plans for participation in national and state conferences - American Vocational Association.

VIII. Staff Utilization

A. Major staff efforts during this third quarter have been directed toward operation of the summer workshops for teachers and counselors.

B. Secondary efforts have been directed to the task of typing and duplicating materials produced in the summer workshops.

C. Much staff time has been devoted to previewing, ordering, and coordinating AV materials and equipment for:

1. Elementary
2. Junior and Senior High
3. Guidance

D. Staff time has also been spent in the establishment of additional community contacts and in making contacts with other schools interested in career education.

E. Staff time has been directed to the analysis of the project budget and the re-ordering of priorities relating to projected needs.

XI Future Plans

A. Continuation of in-service activities

1. County-wide conference on career education

2. Involving teachers who did not participate in summer workshops

3. Involving staff of post-secondary schools and general adult education

B. Provide information on progress of the career education project to interested groups and individuals.

C. Placement of special emphasis on implementation in the pilot schools.

1. FAIS (Eisenhower Elementary)

2. FAIS (Middle School)

3. Elementary Component

4. Junior High Component

    5. Senior High Component
    6. Post-Secondary Component
    7. Guidance Component
    8. Placement and Follow-Up Component

D. Develop new brochure on project and up-date presentations.

E. Finalize plan for internal evaluation design.

    1. Experimental and control groups
    2. Measurements and instruments to be used
    3. Determination of other evaluation procedures
    4. Data analysis procedures
    5. Method or reporting

F. Planning and developing a unified approach to elementary career education.

    1. Cluster-activity Chart/Index
    2. Development of teacher's guide
    3. Production of activity packets for students.

E. During the fourth quarter of the project, activities included curriculum development, work on internal evaluation procedures and instruments, workshops, field trips involving the pilot schools, and community contacts. Specific activities included:

1. Programs and Presentations to Schools and Groups

   a. Meeting with Senator D. Robert Graham

   b. Program for ESEA staff

   c. Programs at six new elementary and secondary schools

   d. Presentations to parochial and private schools in the area of self-concept as it relates to career education

   e. Tours by Occupational Specialist with Broward County representatives to several pilot schools.

   f. Meeting with members of League of Women Voters

2. Staff/Faculty Meetings and Workshops

   a. Initial FAIS workshop at Eisenhower Elementary

   b. FAIS follow-up sessions for the purpose of reporting progress to the FAIS project director

   c. Workshops for field testing of middle-school materials developed in the FAIS project

   d. Horticulture workshop and field trips for Pinellas Vocational-Technical Institute teachers

   e. Meetings involving occupational specialists and counselors from the pilot schools for the purpose of (a) updating; and (b) inservice

   f. Faculty meetings to inform school staffs about available materials

   g. Involvement of staff and faculty in self-awareness in-house workshop

   h. Human development activities through ESAP, with emphasis on self-discovery

   i. Workshops with teachers and occupational specialists to improve guidance skills

   j. Development workshops for occupational specialists

   k. Demonstration of Project VIEW at Dunedin High School.

3. Community Contacts

    a. Visit by Occupational Specialist to State Employment Office to gather data on problems young people encounter when applying for jobs

    b. Meetings of Occupational Specialist with representatives of National Secretaries Association, newspaper staff personnel, Chamber of Commerce personnel, public relations firms

    c. Visits by Occupational Specialist to prospective resource persons

    d. Establishment of a "resource-person bank"

    e. Inclusion of Career Education items in elementary school newsletters to parents

4. Conferences Attended by Staff

    a. Florida Professional Guidance Association Conference, Tampa

    b. Meetings for local directors of career education and exemplary projects, Tallahassee

    c. Coordinating Conference of State-level and Local-level Directors of Career Education Projects, Warrenton, Virginia

    d. American Vocational Association Convention, Chicago

    e. Florida Supervisor's Convention, Hollywood, Florida

    f. Workshop for the Development of Curriculum for Innovative Concepts in Vocational and Career Education, Colorado State University

    g. Career Education Conference, Key West, Florida

5. Curriculum

    a. Continued review, selection, and purchase of materials and activities for elementary level, junior high level, guidance and counseling, and evaluation

6. Field Trips

    a. Numerous field trips for students, each with written objectives, pre-trip and post-trip activities

    b. Tour conducted by Occupational Specialist for Eisenhower Elementary class to St. Petersburg Times and Independent

    c. Campbell Park trips to a TV station and to Pinellas Vocational-Technical Institute.

7. School Visits

    a. Numerous staff visits to all pilot schools

8. Special School Activities

    a. Development and manufacture of a product by John Lash, Eisenhower teacher, with students, to promote the study of cost and selling price.

    b. Work by Sandy Nicolette, Eisenhower teacher, on a project with the students involving sewing and cooking skills; investigation of the stock market relating specifically to math skills; and investigation into "What I want to be."

    c. Visits to Eisenhower Elementary by architects, marine biologists, a chessmaster, legislators, park foremen, a forester, a veterinarian, a principal, a city councilman, an obstetrician, a hotel manager, a volunteer March of Dimes worker, a mortician, and an ambulance driver.

    d. Setting up of a shop by George Cary, Vocational-Teacher Consultant (Technical and Trade and Industry) and conducting of various learning activities for students and teachers.

    e. Setting up of a recreation display by George Cary.

    f. Demonstrations by Marie Charles, Vocational-Teacher Consultant (Business Education), involving business and office procedures, equipment, etc.

    g. A planned program by Art Ward, Pinellas Agriculture Center, with Eisenhower Elementary and Campbell Park Elementary, to familiarize students with the agri-business cluster.

    h. Career Education Night at Campbell Park Elementary, demonstrating many activities and ending with a show for parents.

9. Survey Work

    a. Continuation of first job opportunity survey

        a. South Pinellas
        b. Central Pinellas
        c. North Pinellas
        d. Surrounding counties
        e. State trends
        f. National trends

    b. Other survey work is described in the section entitled "Dissemination Activities."

10. General Planning

   a. Development of a plan for writing the units of study in the Business and Office Cluster. Completion of an overall plan for development of the cluster.

   b. Work on a placement and follow-up system proposal.

   c. Work on development of a component for inservice teacher education in placement and follow-up.

   d. Involvement of Occupational Specialist in planning meetings for out-of-state educational groups.

   e. Preparation of projects for 1973-74.

   f. Work on Pinellas County comprehensive planning for future years.

II. Significant Findings

A. Career education concepts can and should be correlated with previously established state accreditation standards. This procedure has elicited additional support for the career education project from subject area supervisors and other county-level administrators.

B. It is sometimes difficult for counselors to initiate and follow planned programs.

C. The use of self-concept materials related to career education has resulted in more student requests for both personal and career counseling.

D. Teachers are more aware of career education and exhibit increased willingness to fuse career concepts into academic disciplines.

E. Teachers consistently tend to do a better job of preparing students for field trips.

F. More in-depth study results from interest in careers.

G. It requires more time to get teachers involved and oriented to career education than was originally thought.

H. Children are happier and more interested when involved in career education activities.

I. The principal of at least one school would like the counselor and the occupational specialist to take more initiative in implementing the career education programs by working directly with the teachers.

J. Direct involvement of the occupational specialist and the counselor is vital in initiating career education activities.

III. Problems Encountered

A. Some teachers have difficulty in understanding the process of fusion.

B. Sharing of resources obtained by individual Occupational Specialists is very important, as it is difficult for one person to effectively secure new resources for each occupational specialist in any given period. It is also important to keep the Career Education office apprised of the projected use of field trips or speakers in order to prevent overuse of a particular facility or person.

C. Difficulties arise in getting together with elementary teachers to plan coordinated activities. There is a real need for cooperative planning, implementation, and carefully designed follow-up activities which have been integrated with the regular curriculum. The combined efforts of the elementary teacher and the career consultant are vital to assure continuity of learning.

D. Administrators do not always understand the importance of adequate follow-up of career education activities in the school.

E. It is difficult to arrange meetings with teachers, occupational specialists, and counselors to discuss common interests, needs, difficulties, and ideas.

F. Insufficient staff, office space, materials, equipment, and time present a problem.

G. School staffs complain that there is not enough time to plan and develop in order to implement career education effectively.

H. Resource availability is a problem; the schools would like more materials when they are needed.

I. Fusion of career education with the normal curriculum seems to be more difficult in the open-concept elementary school.

J. There is need for additional qualified career consultants in the elementary schools.

K. Elementary school principals continue to request the equipment and supplies necessary to implement pre-vocational activities.

L. Additional in-service education time is needed to update and reinforce teachers and counselors in the pilot schools.

IV. Dissemination Activities

A. Presentations to various facilities (54th Avenue, Harris, Gulf Beaches, St. Paul's, Westgate, Wildwood).

B. The Career Education staff reviewed, disseminated, and picked up audio-visual materials and equipment; 68 films and 78 tapes were disseminated.

C. Articles, information on activities, etc., were duplicated and distributed.

D. Several news articles on career education appeared in the St. Petersburg and Clearwater papers.

E. Staff members participated in employment opportunity survey of business and industrial firms.

F. Student survey forms (6,293) and employer feedback forms (2,000) were addressed, stuffed into envelopes, mailed (and remailed if not delivered the first time).

G. Placement records were prepared from information on returned questionnaires.

H. A survey of potential employers was made to find opportunities for students exiting Pinellas County schools.

I. Campbell Park staff developed a parent resource form.

V. Data Collection

A. Data collection is taking place as evaluation instruments are completed.

B. Inservice workshops are being planned for establishing data collection procedures.

C. Business and Office cluster activity records have been developed. These include name, grade level of each student, and academic subject with which the activity is fused.

VI. Other Activities

A. Preliminary summer workshop plans are being outlined at the present time.

B. Project objectives are being revised and rewritten for FY 73-74, and a new budget is being developed.

VII. Staff Utilization

A. Major staff efforts during this fourth quarter of project operation have been directed toward implementation of career education in the pilot schools.

B. Secondary efforts have gone toward development and revision of the evolving role of the COST Instructional System (Counselor-Occupational Specialist-Teacher).

C. Considerable staff time has been spent on a community labor market survey and on our first follow-up survey.

D. The Business Education Vocational-Teacher Consultant has worked with both students and teachers in developing the cluster curriculum and in gathering data on existing units.

E. The Vocational-Teacher Consultant for Trade and Industry has conducted many activities in the classrooms with both students and teachers.

IX. Plans for the Immediate Future

A. Components for associate schools

B. LOOM Workshop

C. Organization of activity books in different clusters--each activity to relate to a specific state accreditation standard.

D. Development of agriculture unit at Eisenhower Elementary School.

E. Visits of Occupational Specialist to Clearwater and Largo Chambers of Commerce.

F. Career Education newsletter for mailing to resource persons, occupational specialists, Chambers of Commerce, Education Committee, etc.

G. Visit to Pinellas County School Board Media Center to discuss audio-visual materials which might fit into the Career Education programs.

H. Staff participation in a class on audio-visual preparation and audio-visual equipment.

I. Completion of units of activities; distribution for teacher use.

J. Development of student questionnaire to aid in placing students.

K. Setting up of a system for placing students who exit the school system.

L. Revision and development of a follow-up system for students.

M. Development of an on-going data-collection system for placement and follow-up.

N. More emphasis on careers as they pertain to academic subjects, in the classrooms.

O. The Eisenhower Elementary School principal states that total school effort will be directed toward fusing careers with present curriculum.

D. During the fifth quarter of the project, emphasis has been placed on activities in the broad areas of: (1) programs and presentations to schools and groups; (2) workshops and staff/faculty meetings; (3) community and public relations contacts; (4) contacts with institutions of higher learning; (5) conferences attended by staff members; (6) other staff activities; (7) special activities in the schools; and (8) internal evaluation.

1. Programs and Presentations to Schools and Groups

    a. Program presentation to ESEA group at the Science Center, St. Petersburg, Florida.

    b. Discussion on Occupational Specialists with representatives of Madison Junior High School, Tampa.

    c. Discussion on Occupational Specialists at Orange County Career Development Program, Orlando, Florida. A Pinellas County "COST" (Counselor-Occupational Specialist-Teacher) instructional team attended with members of the Pinellas County Career Education staff.

    d. Presentation to representatives from the Monroe County School School System, including a tour of pilot schools.

    e. Presentations on Career Education during two University of South Florida Continuing Education Classes.

    f. Presentation to members of Pasco County School System, Zephyrhills, Florida.

    g. Presentations to Clearwater High School, Azalea Jr. High and Lealman Jr. High School on the Career Education Program.

    h. Presentation to members of Collier County School System, Naples, Florida.

2. Workshops and Staff/Faculty Meetings

    a. Advisory Committee Meetings

        (1) Two meetings on guidance;
        (2) Two meetings on curriculum (CAB development);
        (3) Five meetings on evaluation instruments.

        In addition to the formal meetings, various members of the workshops spent several hours in the Career Education office, developing and evaluating instruments for various grade levels.

    b. Other Meetings

(1) Career Education Staff budget meetings:
(2) Career Education Staff evaluation meetings.

3. Community and Public Relations Contacts

a. Trip to Hillsborough Aviation Authority in connection with Career cluster activities.

b. Visit from Sarah Nelms, Eastern Air Lines Representative from Miami, Florida, on the transportation cluster and Eastern's possible contribution to such activities.

c. Tour of the ophthalmologic industry with the Chamber of Commerce Committee of 100.

d. Staff attendance at two meetings of the Pinellas County School Board.

e. Attendance by staff members at the Appreciation Dinner of the Hotel and Restaurant Association.

f. Meeting of Career Education Staff with the Chamber of Commerce Career Education Subcommittee of the Education Committee, for updating and planning.

g. Discussions with Chamber of Commerce members for the purpose of developing a list of participants in the Career Education Speakers' Bureau.

4. Contacts with Institutions of Higher Learning

a. Five meetings between staff members and representatives of the University of South Florida, to plan a Career Education Inservice Workshop for credit.

b. Staff attendance at Career Education Conference, University of South Florida. Topic: The Role of The Teacher-Educator in Career Education.

c. State Department of Education Area III and IV meetings at the University of South Florida.

d. Staff attendance at a meeting on high school articulation, St. Petersburg Junior College.

e. Participation in a University of South Florida class, on the subject of Guidance in Career Education.

f. Establishment of Guidance Aide Program between St. Petersburg Junior College (Clearwater Campus) and Palmetto Elementary

[redacted] [redacted]

School. (See attached memorandum.)

5. Conferences Attended by Staff Members

   a. January meeting for State Curriculum Coordinators, Cocoa High School, Cocoa, Florida.

   b. Meeting of Advisory Committee for State Curriculum Laboratory, Tallahassee, Florida.

   c. Conferences at City Center for Learning with Dr. Kenneth Eaddy, Dr. Roy Giehls, and Dr. Ellen Amatea.

   d. Conferences with Dr. Crittenden in January and in March, 1973, at City Center for Learning, St. Petersburg, Florida.

   e. February Meeting for State Curriculum Coordinators, George Washington Junior High School, Tampa, Florida.

   f. Charette held at Florida Power Corporation and continued at City Center for Learning during the last week in February, on the building of a new area vocational center in St. Petersburg.

   g. Meeting of Area Vocational Education Directors, Tallahassee, Florida.

   h. AVA Spring Conference, St. Louis, Missouri.

   i. Conference of Elementary Guidance Counselors at All Children's Hospital, St. Petersburg, Florida.

   j. Seminar on Accountability, Florida State University, Tallahassee, Florida.

   k. Conference on audio-visual materials for the Pinellas County Career Education Project, State Curriculum Laboratory, Tallahassee, Florida.

   l, Conference with Dr. Bernie Moore, External Evaluator for the Project: January 28, 29, 30, and February 25, 26, 27.

   m. Meeting for Coordinators of Placement and Follow-Up, Cocoa, Florida, March 27, 1973.

6. Other Staff Activities

   a. A staff member accompanied the Pinellas County Supervisor of Business Education to Plant City to see the High School Business Education facilities, prior to the Charette for Planning Pinellas County's new area vocational center.

b. A tour of the pilot schools was made by Dr. Jim Edmundson and a photographer from the State Curriculum Laboratory.

c. A staff member attended Bardmoor Elementary School Open House.

d. Four of the Career Education staff members attended Palmetto Elementary School's Career Night.

e. Numerous visits were made by the staff to all pilot schools.

f. The staff Occupational Specialist participated in a two-week training program for Occupational Specialists in the county.

g. The Business Education Teacher Consultant participated in a Business Education Staff Development session on the preparation of individualized instructional activities.

h. Clearwater High School, Pinellas Park Junior High School, Azalea Junior High School, and Tyrone Junior High School were secured as associate Career Education schools for guidance; orientation sessions were held for their occupational specialists and some of the guidance counselors.

i. A slide presentation was developed for staff development and other purposes.

j. A guide was developed for COST-instructional teams, entitled "Guidance and Counseling: Career Education Elements and Goals Manual."

k. The Industrial Arts Teacher Consultant visited Cobb County Career Education Project and the Industrial Mart in Atlanta, Georgia.

l. The internal evaluator proceeded with the development of a system for recording activities of instrument selection, review, administration, and tabulation.

7. Specific School Activities

a. FAIS Workshops during the quarter involved field testing of middle school materials. Four Career Education Pilot Schools participated: Campbell Park Elementary, Palmetto Elementary, Clearwater Comprehensive Junior High, and 16th Street Junior High.

b. Teachers from four pilot schools participated in the LOOM workshop on January 26, 1973, having been released by substitutes: Campbell Park, Lakeview, and Palmetto Elementary Schools; and 16th Street Junior High School.

c. Transactional analysis orientations were conducted with students and faculty groups at Pinellas Vocational Technical Institute.

d. Reading teachers and counselors at City Center for Learning are involved in the evaluation of curriculum materials. An attempt is being made to implement the Career Education concept more effectively in City Center's reading classes.

e. Lakeview Elementary achieved a significant increase in individual conferences between counselors and teachers. More guidance materials were demonstrated there than in previous quarters.

f. The Media Center at 16th Street Junior High School received a large number of books this quarter. More teachers at 16th Street created units using Career Education resources than in previous quarters.

g. Palmetto Elementary School's "Career Night" attracted more than two hundred parents and friends.

h. Eisenhower Elementary School students formed a "manufacturing firm," with the help of the Career Education Business Teacher Consultant and the Eisenhower social studies teacher. The "firm's records" will be accurately maintained by the students; the "advertising department" has made posters, as well as broadcasting announcements over the school loudspeakers. One hundred thirty shares of stock have been sold at ten cents each to parents and students, and staff and parent groups will hold sales of the two products; a wall plaque promoting "Love," "Peace," or special messages; and candles of original design.

i. Thirty students of Campbell Park Elementary school toured the Sweden House Restaurant to note the many occupations involved in the food industry; after their tour they were treated by the management to a hearty lunch.

   The Evening Independent published a report of a conversation with Campbell Park's occupational specialist. The item is attached to this report, along with other articles which have appeared in local newspapers this quarter on Career Education schools and topics.

8. Internal Evaluation

   a. The project's COST-instructional teams have cooperated in the preparation of evaluation instruments. The many hours spent by the COST teams have given them insights which should prove valuable when data collection begins in their schools.

b. Instruments are undergoing revision as a result of teacher, counselor, occupational specialist, and staff input.

c. Attitude instruments are in the hands of the Pinellas County School Administration for their comments or approval.

II. Significant Findings

A. Teamwork among schools is evident as more resource people are being invited to classrooms to make presentations on their careers.

B. In general, personnel in the pilot schools are increasing their use of Career Education resources in developing units or fusing Career Education concepts into their present units.

C. More teachers in pilot schools are requesting the services of counselors and occupational specialists to help incorporate Career Education materials in their planning for students.

D. More acceptance for the Career Education concept is evident as a result of presentations given this quarter.

E. COST teams are generally well committed to the concepts of Career Education.

F. The Curriculum Advisory Committee has demonstrated an interest in developing activities for the clusters, for inclusion in the Career Activity Books. The members of the committee would like to continue work in this area if funds become available.

G. A spirit of competition has developed among the pilot elementary schools.

H. Few commercially prepared instruments have been found for testing in the areas of the eight Career Education elements. Those examined by the staff have been found to be too complex, or not valid, and it has been necessary to develop instruments at all levels. This development work is proceeding as rapidly as staff and time permit.

III. Problems

A. Career Activity Book development is at a standstill; it is hoped that funding will permit a revival of this work.

B. The competition which has developed among elementary schools is beneficial in many ways, but it does tend to reduce the sharing of ideas among schools.

C. Inadequate space has continued to be a problem.

D. Some schools mention the difficulty in scheduling of special activities as field trips.

E. Some teachers tend to "add on," rather than to fuse Career Education into the curriculum.

F. More personnel are needed on the staff.

IV. Dissemination Activities

A. Audio-visual materials distributed to the pilot schools this quarter included 83 films and 44 tapes.

B. Elementary teachers have requested and received materials, activities, and resources in the Business and Office occupation areas. Typewriters, adding machines, and materials needed for these machines, have been located in each elementary school for student use.

C. The Industrial Arts Teacher Consultant has placed plumber kits, electrical kits, saws, and other tools in the four elementary schools.

D. Pilot school personnel have submitted process diaries outlining Career Education activities of teachers, counselors, occupational specialists, and students.

E. Summer Workshop applications have been sent to all pilot and associate schools, and to all individuals who have expressed an interest in attending a workshop.

F. A Survey for Summer Workshops Form has been sent to pilot and associate schools to determine topics in which the most interest is shown. A copy of this form is attached hereto.

V. Data Collection Activities

A. Lists of students, time spent with each, and activities records are maintained by the Business and Office Teacher Consultant and the Industrial Arts Teacher Consultant.

B. COST-instructional teams in the pilot schools are submitting lists of activities in the form of Process Diaries.

C. Resource lists of individuals and firms who will work in the schools with students on various occupational clusters are being compiled.

D. Minutes of committee meetings are being prepared, and time spent by committees and the staff will be logged.

E. All workshop hours are logged, along with individual records of participants.

F. Procedures for obtaining records of student dropouts are being developed.

G. Procedures are being developed to obtain and make use of records of those re-entering the school system, for the student's benefit.

H. Lists of skills required for placement, securing employment, and holding employment, are being assembled.

I. Placement and Follow-Up Forms for use in the pilot schools have been prepared.

J. A student survey on job needs has been made of all seniors at Dunedin High School.

VI. Other Activities

A. Ordering and processing of instructional and audio-visual materials.

B. Aiding in program development in the schools.

C. Purchase of a 3-M Microfilm Reader-Printer and View-Deck for use at Dunedin High School in coordination with Florida-VIEW.

D. Location of additional resource persons in the Fine Arts cluster.

VII. Staff Utilization

A. The position of Data Control Coordinator will be filled as of April 9, 1973. It is hoped that space will be found to fill all vacant positions within the next few weeks.

B. The Industrial Arts Teacher Consultant and the Business and Office Teacher Consultant devote nearly all of their time in preparing materials, working with the students, and traveling from school to school. Curriculum is developed and organized as time permits.

C. Evaluation activities require a large percentage of the staff's time, as data collection activities begin. School contacts require a great deal of the staff's time as plans are made for collecting the necessary data.

VIII. Future Plans

A. Develop operational manual for COST-instructional teams, including suggested activities and resources.

B. Resume CAB (Career Activity Book) development.

C. Produce several 10-second spot commentaries on Career Education.

D. Participate in a Senior Survey of employment needs.

E. Establish a central placement office for the Career Education Pilot Schools.

F. Develop visuals and other materials to be used with Business and Office cluster activities; complete preparation of preliminary copies of activities.

G. Search for ideas for activities; obtain materials; and work with teachers in developing activities.

H. Study the Economic Awareness component materials from the Joint Council on Economic Education for possible use in the pilot schools, and from the evaluation instrument angle.

Period Covered: December 30, 1971 to March 30, 1972

I. Major activities and accomplishments during this period

This report is presented as a review of activities conducted in two networks of schools located in Pinellas County. Purposes for which the project was established are to develop, implement and evaluate a program which will have the following components:

A. An elementary program designed to increase student self awareness; develop favorable attitudes about the personal, social and economic significance of work; and to increase career awareness of students in terms of the broad range of options open to them in the world-of-work.

Specific product objectives for students at K-6 grade levels are:

1. to develop positive attitudes about the personal and social significance of work;

2. to develop self-awareness and the ability to demonstrate an understanding of the attitudes, skills, interests, and talents necessary to relate self-concepts to jobs;

3. to develop and expand occupational awareness by participation in a variety of concrete career development activities so that the student understands the interdependency of occupations and the need to relate to and cooperate with others in the world-of work;

4. to improve overall performance by participation in a unified, action-centered, career-related curriculum.

B. Programs at the junior high school levels (grades 7-8-9) to improve career orientation and meaningful exploratory experiences.

Specific student objectives are:

1. to increase understanding by providing concrete and simulated experiences so that the student will explore broad clusters of occupations, evaluate interests, abilities, values, and needs as they relate to occupational roles;

2. to provide opportunities for more detailed exploration of selected broad occupational clusters and to tentatively select a particular cluster for an in depth study in grade nine;

3. to provide in depth exploratory and training experiences in one occupational cluster and to develop job entry level skills in one occupational area, leaving open the option to move between clusters;

APPENDIX K

"COST" (COUNSELOR/OCCUPATIONAL SPECIALIST/TEACHER) TEAM

AND

"CAB" (CAREER ACTIVITY BOOK)

COST

INSTRUCTIONAL

SYSTEM

[redacted]

[redacted]

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT
COST INSTRUCTIONAL SYSTEM

$$C + OS + T = SM + SA$$

Components:

C = Counselor

OS = Occupational Specialist

T = Teacher

SM = Student Motivation

SA = Student Achievement

Complete
AUTO SERVICE

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT

COST INSTRUCTIONAL SYSTEM

COST
TEAM
AND CAB

Use of the Cost Instructional System insures:

(A) Teacher Effectiveness

(B) Shared Responsibility and Accountability

INSTRUCTIONAL TEAM
Counselor
Occupational Specialist
Teacher
Principal and Support Staff
Parent
Community
Peers

= Increased Efficiency
= Better Teacher Morale
= Better Education for Students
= Lower Costs

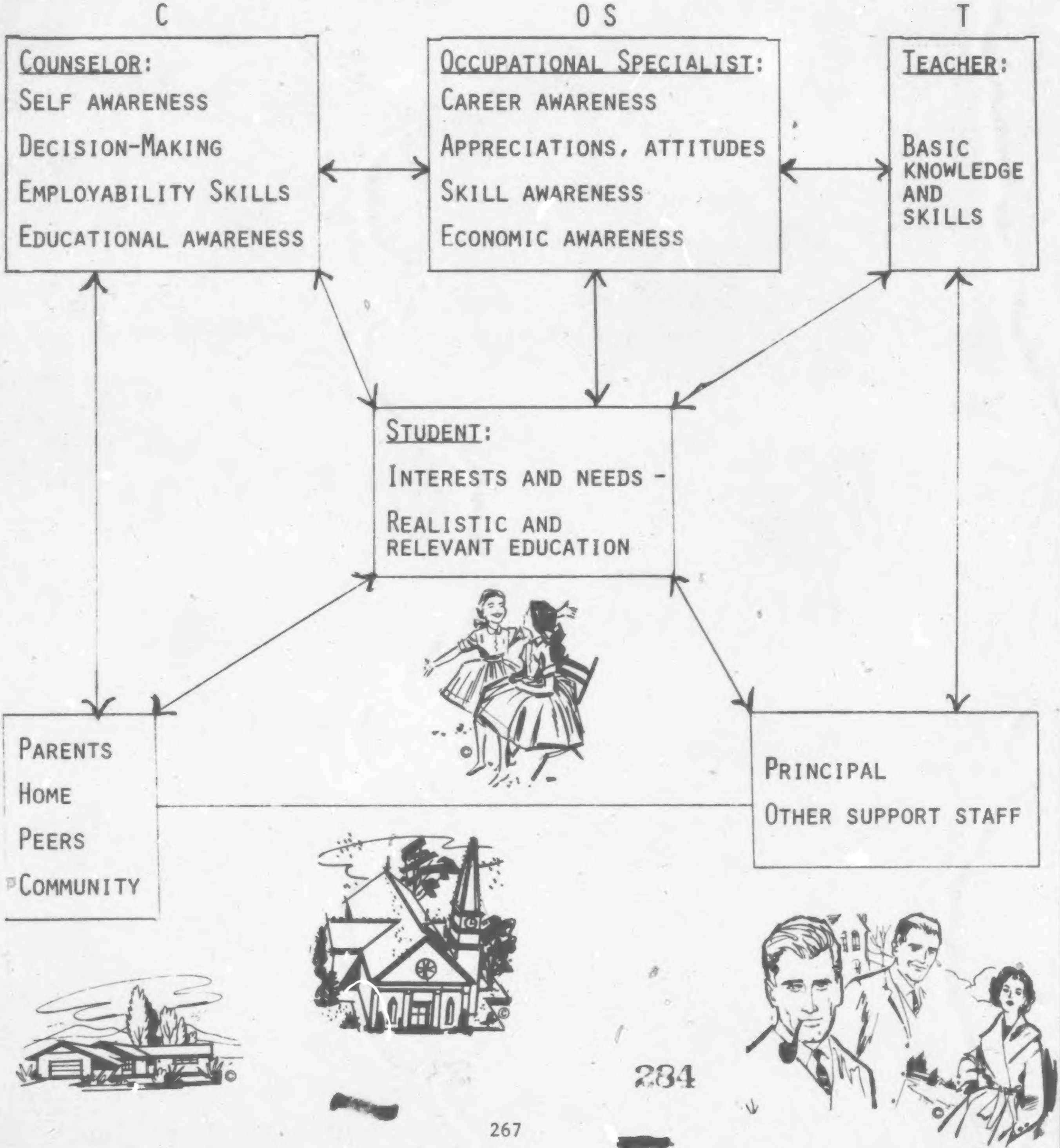
(C) Management by Objectives

(D) Relationship to State Accreditation Standards

CAREER EDUCATION ELEMENTS

1. Self Awareness
2. Appreciations, Attitudes
3. Career Awareness
4. Economic Awareness
5. Educational Awareness
6. Decision-Making Skills
7. Skill Awareness and Beginning Competence
8. Employability Skills

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT
COST INSTRUCTIONAL SYSTEM


C

COUNSELOR:
- SELF AWARENESS
- DECISION-MAKING
- EMPLOYABILITY SKILLS
- EDUCATIONAL AWARENESS

O S

OCCUPATIONAL SPECIALIST:
- CAREER AWARENESS
- APPRECIATIONS, ATTITUDES
- SKILL AWARENESS
- ECONOMIC AWARENESS

T

TEACHER:

BASIC KNOWLEDGE AND SKILLS

STUDENT:

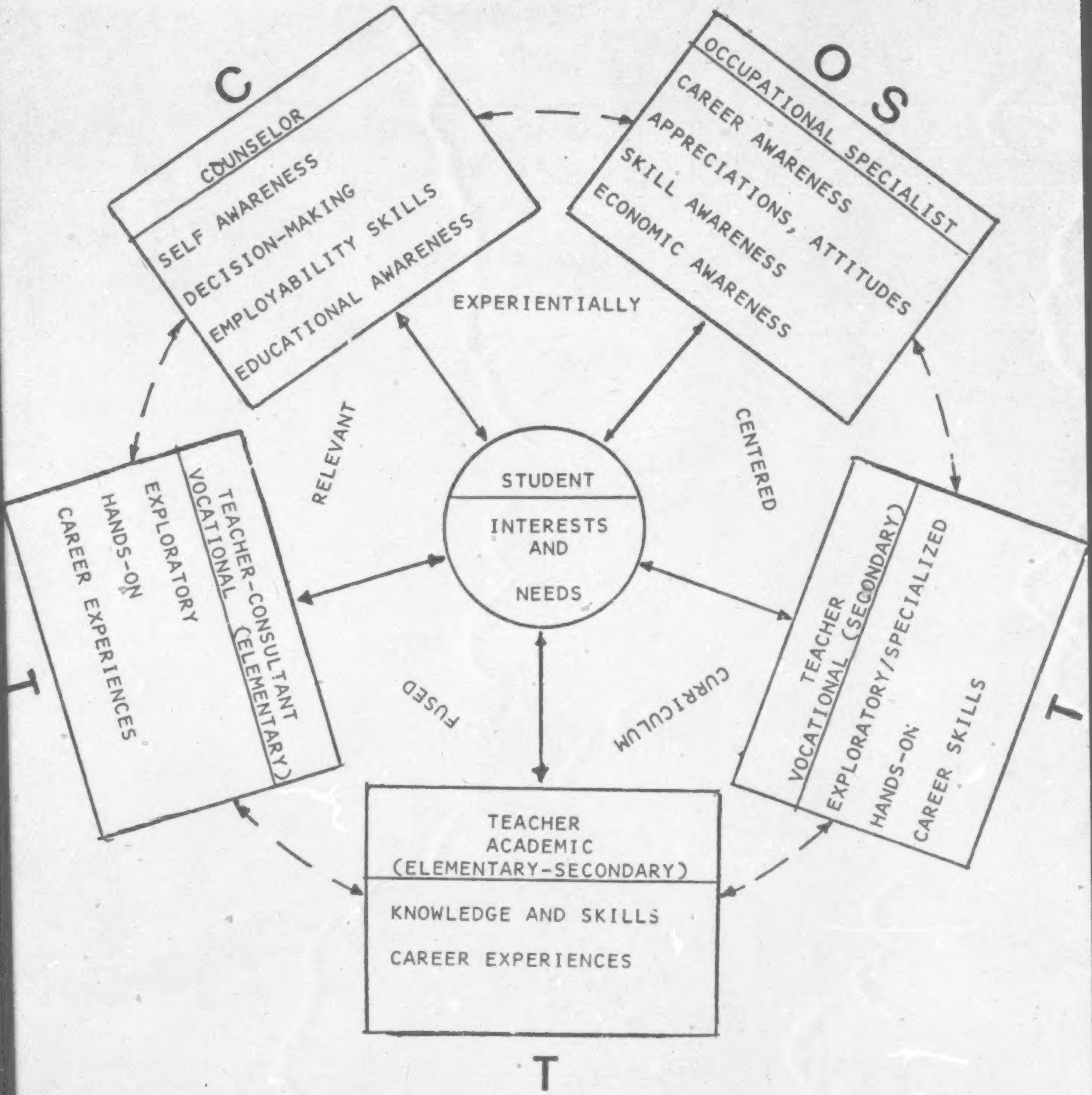
INTERESTS AND NEEDS -

REALISTIC AND RELEVANT EDUCATION

PARENTS
HOME
PEERS
COMMUNITY

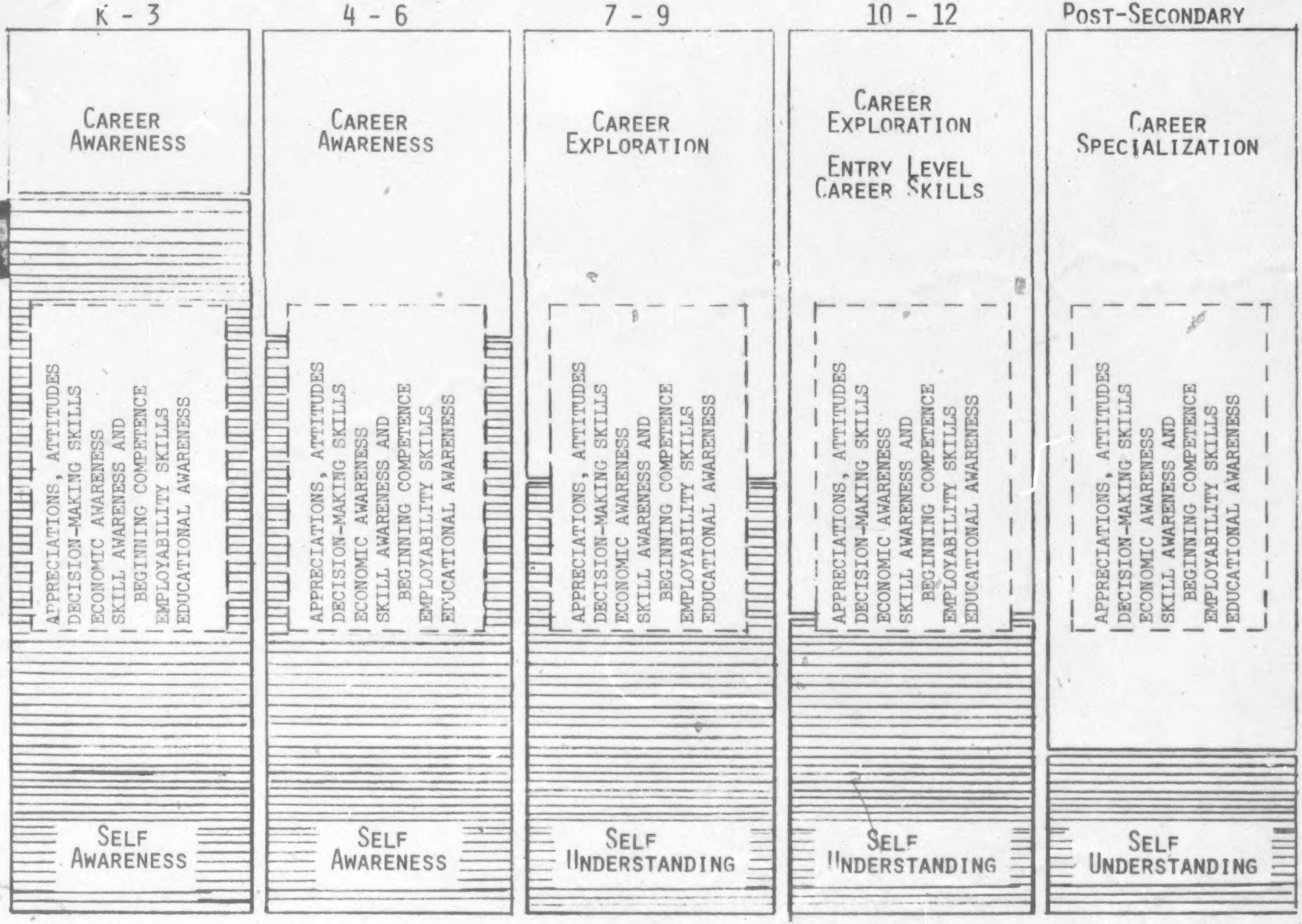
PRINCIPAL
OTHER SUPPORT STAFF

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT
COST INSTRUCTIONAL SYSTEM


C
COUNSELOR
SELF AWARENESS
DECISION-MAKING
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS
O
S
OCCUPATIONAL SPECIALIST
CAREER AWARENESS
APPRECIATIONS, ATTITUDES
SKILL AWARENESS
ECONOMIC AWARENESS
EXPERIENTIALLY
RELEVANT
CENTERED
STUDENT
INTERESTS
AND
NEEDS
T
TEACHER-CONSULTANT
VOCATIONAL (ELEMENTARY)
EXPLORATORY
HANDS-ON
CAREER EXPERIENCES
T
TEACHER
VOCATIONAL (SECONDARY)
EXPLORATORY/SPECIALIZED
HANDS-ON
CAREER SKILLS
FUSED
CURRICULUM
TEACHER
ACADEMIC
(ELEMENTARY-SECONDARY)
KNOWLEDGE AND SKILLS
CAREER EXPERIENCES
T

CAREER EDUCATION ELEMENTS - QUANTITATIVE EXPERIENCES BY GRADE LEVEL

OFFICE OF CAREER EDUCATION - SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA


K - 3
4 - 6
7 - 9
10 - 12
POST-SECONDARY
CAREER AWARENESS
CAREER AWARENESS
CAREER EXPLORATION
CAREER EXPLORATION
ENTRY LEVEL CAREER SKILLS
CAREER SPECIALIZATION
APPRECIATIONS, ATTITUDES
DECISION-MAKING SKILLS
ECONOMIC AWARENESS
SKILL AWARENESS AND BEGINNING COMPETENCE
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS
SELF AWARENESS
SELF AWARENESS
SELF UNDERSTANDING
SELF UNDERSTANDING
SELF UNDERSTANDING

WHAT

IS

IMPORTANT

TO

TEACHERS

???

TIME

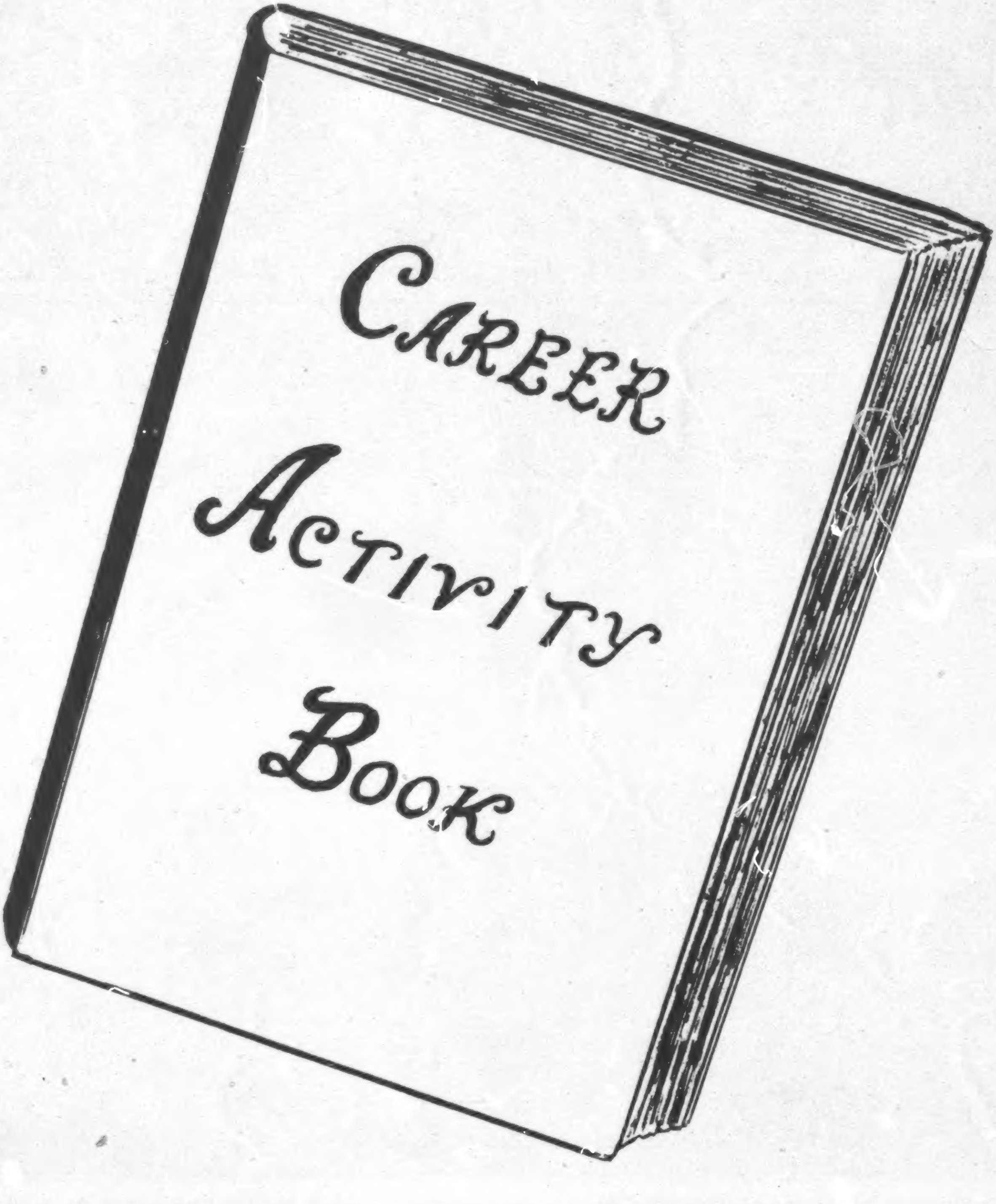
AND

RESOURCES

288

How To Save Time

What Resources To Develop


CAREER
ACTIVITY
BOOK

ACTIVITIES WILL BE

STUDENT

CENTERED

* * * * * * * * * * * * * * * * *

ACTIVITIES WILL REQUIRE

ACTIVE

INVOLVEMENT

SUBJECT

OR

CLUSTER INTEREST

OR

GRADE LEVEL

15 CABs

1. Agri-Business and Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer and Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality and Recreation
10. Manufacturing
11. Marine Science
12. Marketing and Distribution
13. Personal Services
14. Public Service
15. Transportation

CAB
CONTENTS

A. Introduction and Explanation of the CAB

CAB - Pac Components
- B. Teacher Activity Sheets
- C. Materials and Resources
- D. Student Independent Activity Card

E. Index

INTRODUCTION AND DIRECTIONS FOR USE

A. Philosophy

B. Goals
   1. Normal Curriculum
   2. Career Education

C. Fusion

D. Format

E. Index System

CAB - Pac

COMPONENT I

Teacher Activity Sheet

A. Cluster - Jobs

B. Prerequisite Skills

C. Career Education Element

D. Accreditation Standard

E. Behavioral Objective

F. Description and Procedure

G. List of Materials

CAB - PAC
COMPONENT II

MATERIALS AND RESOURCES

A. TRANSPARENCY MASTERS

B. DITTO MASTERS

C. TAPES, CASSETTES

D. FILMSTRIPS, SLIDES

E. FILMS

F. PEOPLE - PLACES RESOURCES

G. OCCUPATIONAL MATERIAL CHEST

H. BIBLIOGRAPHY
    1. TEACHER
    2. STUDENT

CAB-PAC
COMPONENT III

STUDENT INDEPENDENT ACTIVITY CARD

A. TITLE OF ACTIVITY

B. BEHAVIORAL OBJECTIVE: PREREQUISITES

C. DIRECTIONS

D. SELF EVALUATION

E. LIST OF MATERIALS

"KICK" - KNOWLEDGE AND INVOLVEMENT CAREER KITS

INDEX

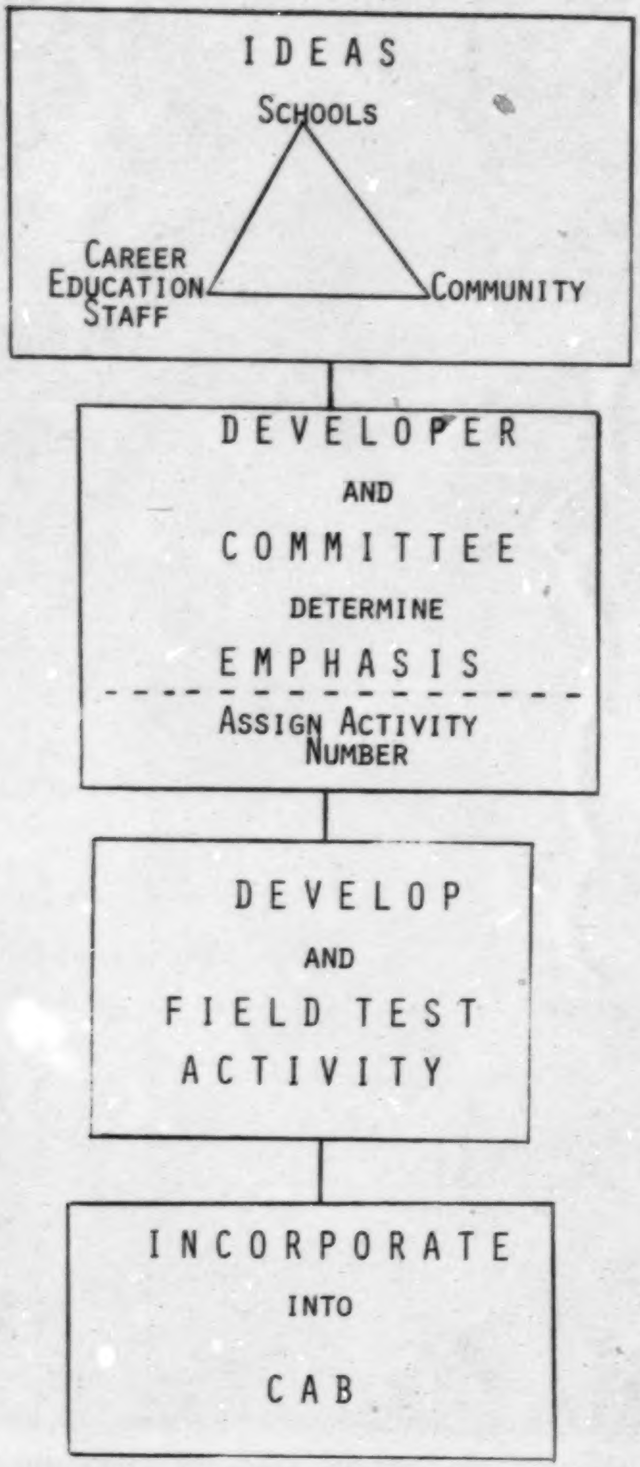
A. MATRIX

1. SUBJECT - ACCREDITATION STANDARD
2. GRADE LEVEL

B. ACTIVITY NUMBER

0 0 0 - 0

INDICATES CAREER EDUCATION ELEMENT	INDICATES GRADE LEVEL	INDICATES ORDINAL POSITION IN CAB


IDEAS
SCHOOLS
CAREER EDUCATION STAFF
COMMUNITY
DEVELOPER
AND
COMMITTEE
DETERMINE
EMPHASIS
ASSIGN ACTIVITY NUMBER
DEVELOP
AND
FIELD TEST
ACTIVITY
INCORPORATE
INTO
CAB

PORTION OF MATRIX FROM CAB INDEX

ENGLISH LANGUAGE ARTS ELEMENTARY	K	1	2
READINESS (B) 1.		201-10	602-4
VERBAL COMMUNICATION DISCRIMINATION (D)2.	601-1	601-1	601-1

SECTION VI - CURRICULUM DEVELOPMENT PACKAGES

Aside from the search and screening of commercial materials and materials prepared by other school systems, the Pinellas County Career Education staff has developed a unique format and system for packaging and indexing instructional resources related to each of the 15 USOE clusters. The curriculum unit format is called CAB (for Curriculum Activity Book).

CAB is a collection of practical activities which require active involvement on the part of students in each of the 15 USOE job clusters.

Each CAB contains:

1. Introduction and explanation of the CAB
2. Teacher Activity Sheets
3. Materials and Resources
4. Student Independent Activity Cards
5. An Index System

The Teacher Activity Sheets include:

1. Cluster and Job within Cluster
2. Career Education Goal
3. Accreditation Standard
4. Prerequisite Skills
5. Behavioral Objectives
6. Description and Procedures
7. A List of Materials

The Materials and Resources Section includes:

1. Transparency and Ditto Masters
2. Tapes, Cassettes
3. Filmstrips, Slides
4. Films
5. People and Places as Resources List
6. Occupational Materials Chest

The Student Activity Card includes:

1. Activity Title
2. Behavioral Objectives and Prerequisites
3. Directions for Activity Performance
4. Self Evaluation Procedures and Instruments
5. List of Materials

The Index System includes:

1. Matrix
    a. Subject Accreditation Standard
    b. Grade Level
2. Activity Number

Community representatives from all levels are involved in the development of CAB.

CLUSTER: BUSINESS AND OFFICE: Clerical

1. Career Education Goals:	Career Awareness: Identify abilities and tasks of community office workers.
2. Prior Experiences Needed:	An orientation to office work, some work on telephone usage, familiarity with machines, ability to alphabetize.
3. State Accreditation Standard:	9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.
4. Behavioral Objective:	Given the activities in office occupations, the student will become aware of the tasks performed and abilities needed by these workers, will become aware of the relationship between their experiences in school and that in these roles as shown by their performance.
5. Activity (4-6 grades)	
a. Description:	These are activities for a workshop for students who might work in the school office. (1) Cover techniques of answering (2) Filing (3) Machines (4) Office courtesy (5) Tools of the office
b. Procedure:	1. Use the teletrainer (a) Cover techniques of answering (b) Take messages (c) Transfer of calls

2. Filing
    (a) Let them file some cards
    (b) Show them the file guides
    (c) Show them copies of letters, file them

3. Machines
    (a) Use the adding machine
    (b) Use the calculator

4. Office Courtesy
    (a) Relationship in the office
    (b) Respect
    (c) Personal grooming

5. Tools
    (a) Stapler
    (b) Letter opener
    (c) Stamp pad

6. Materials Needed:

1. Machines
2. Telephones (teletrainer)
3. File Kits
4. Hand tools of the office

CLUSTER: BUSINESS AND OFFICE: Clerical

1. Career Education Goals:

Career Awareness: Identify the abilities required for the clerical occupation.
Educational Awareness: To perceive the relationship between what they learn in mathematics and that used by people in these occupations.

2. Prior Experiences Needed:

Knowledge of multiplying whole numbers.

3. State Accreditation Standard:

9.749 Elementary Mathematics (2) (3) (a). Given the set of whole numbers, and the four operations, the student computes accurately.

4. Behavioral Objective:

Given a problem using whole numbers, the student will compute the horizontal multiplication either by hand or with an office machine accurately and will perceive the relationship between using the machine and the business form and the computation of mathematics exercises. Evaluation will be by teacher observation.

5. Activity (Grades 4-6)

a. Description: Use of the business invoice form and the office machine used in business offices in an exercise to develop skill in horizontal multiplication and to see the relationship between the learning and the usage of math in real life roles.

b. Directions:

1. Teacher explain use of the form as a way that a business office keeps records.
2. Teacher explains that the clerical person uses an office machine usually to compute prices.
3. Student multiplies quantity by the unit price.
4. Student records the answer in the amount column provided.
5. Student adds the amount column vertically to obtain the total amount of dollars for the invoice.
6. Student discusses these skills and the value of learning math.

6. Materials Needed:

1. Pencil
2. Business invoice form
3. Office machine
4. Directions

CLUSTER: BUSINESS AND OFFICE: Clerical

1. Career Education Goals: Career Awareness: Identify abilities and tasks of community office workers.

2. Prior Experiences Needed: None

3. State Accreditation Standard: 9.774 Elementary English Language Arts (2)(c)3. Students use non-verbal communication.

4. Behavioral Objective: Given an activity for filing, the student will become aware of the abilities and tasks of these workers and will develop skill in alphabetizing.

5. Activity (Primary)

a. Description: This is a filing activity to let the student see what a file clerk's tasks would be. It will also demonstrate how alphabetizing is used in the real world.

b. Procedure:

1. Show students the principals of indexing.
2. Have students make a list of all students in the class.
3. Have students list each name on an index card by last name, first name, middle name.
4. Have students alphabetize cards by last name.

6. Materials Needed:

1. Index cards or sheets of paper cut to size.
2. Alphabetic file guides.

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals: Career Awareness: Identify abilities required for the secretarial occupation. Skill Awareness: Demonstrate skills needed to accomplish this work. Educational Awareness: Perceive that Language Arts and Mathematics are used in these roles.

2. Prior Experiences Needed: None

3. State Accreditation Standard: 9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective: Shown a film "Just a Secretary," the student will become aware of the abilities, skills, and education needed to accomplish this work and will develop an understanding of the role of the secretary in the business groups. Evaluation will be determined by a Student Response Survey and by teacher observation and discussion.

[redacted]

5. Activity (Grades 4-6)

a. Description: This is a filmstrip showing the aspects of the role of a secretary in the business office.

b. Directions:
1. Go over the ideas in the filmstrip for students to be alert to these.
    - a. What are the duties of the secretary?
    - b. Is she a diplomat?
    - c. How does she use her English?
    - d. Is she ever a hostess?
    - e. Is being nice to people important?
    - f. Does a secretary need to be precise? Why?
    - g. How does she handle callers?
    - h. What is her responsibility?

6. Materials Needed: Filmstrip, "Just a Secretary."

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals: Career Awareness: Identify abilities required for the secretary.
Skill Awareness: Demonstrate skills needed to accomplish this work.

2. Prior Experiences Needed: Know the alphabet.

3. State Accreditation Standard: 9.744 English Language Arts--Elementary (2) (c) (3). Students consciously use non-verbal communication.

4. Behavioral Objective: Given an exercise in shorthand, the student will become aware of the ability and skills needed for the secretarial occupation, and will use shorthand as a non-verbal communication tool.

5. Activity (Grades 4-6)

a. Description: This is a teacher-directed activity. It consists of showing the transparencies of shorthand and the transcribed letters that correspond. After examing these, the students will be given a few basic outlines of shorthand to practice.

b. Directions:

1. Show the transparency of shorthand notes.
2. Show the transparencies of transcribed letters.
3. Demonstrate how to write shorthand forms.
4. Let students write some shorthand (see next activity).

6. Materials Needed:

1. Shorthand transparencies
2. Shorthand book or forms
3. Shorthand notebook
4. Pen or pencil

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals:

Career Awareness: Identify abilities required for the secretarial occupation.
Skill Awareness: Demonstrate skills needed to accomplish this work.
Educational Awareness: Perceive that Language Arts skills are needed in this role.

2. Prior Experiences Needed: Know the alphabet.

3. State Accreditation Standard:

9.744 English Language Arts—Elementary (2) (1)1. Students use proficiently characteristic sound patterns and word formations.

4. Behavior Objective:

Given an exercise in shorthand, the student will become aware of the abilities required, the skills, and the Language Arts skills needed by people who work in this occupation. Evaluation will be made by a Student Response Survey and by teacher observation.

5. Activity (Grades 4-6)

a. Description:

This is an activity in shorthand writing. A few basic shorthand forms are given so that students may learn how shorthand is written by sound and symbols. Let them write their names and a short message in shorthand and then transcribe it into long hand.

[redacted]

b. Directions:

1. Teacher will need an alphabet of shorthand symbols that she will present.
2. Use only symbols that will be used in this exercise--do not try to teach them too many forms.
3. Let them write their names in shorthand.
4. Give them the alphabet sheet and show them how to put forms together to make words.
5. Check their forms to see if they understand the idea.

6. Materials Needed:

1. Shorthand alphabet
2. Shorthand notebook paper
3. Pen or pencil

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals: Career Awareness: Identify abilities required for the secretarial occupation. Skill Awareness: Demonstrate skills needed to accomplish this work. Educational Awareness: Perceive that speaking skills learned in Language Arts are needed and used in this occupation.

2. Prior Experiences Needed: None

3. State Accreditation Standard: 9.744 English Language Arts—Elementary (2)(3)(2). Students use oral language for specific purposes.

4. Behavioral Objective: Given an exercise on the telephone, the student will become aware of the ability and skills needed in this occupation, and will perceive the relationship between learning to speak in Language Arts and using that skill in this Occupation.

5. Activity:

a. Description: This is an activity to be used with the telephone training unit if available or a toy telephone. The problem situation can be set up, and let the student role play the secretary in solving the problem of communication.

b. Directions:

1. Explain the necessity of speaking clearly and distinctly.
2. Obtain the training unit from the telephone company, then follow the procedures given with that unit.
3. Let the student go over the problem, and then let him role-play either as the secretary or the other person.
4. Notice that the students use a well-modulated voice.

6. Material Needed:

1. Exercise of a secretary's problem in an office telephone call.
2. Telephone for practice.
3. Telephone message pad.
4. Pen or pencil for taking notes

CLUSTER: BUSINESS AND OFFICE OCCUPATIONS: Clerical, Secretarial

1. Career Education Goals: Career Awareness: To be aware that different careers require the use of different tools.

2. Prior Experiences: None

3. State Accreditation Standard: 9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective: Given a box of hand tools used by an office worker, the student will develop an awareness of careers of this cluster and will increase his understanding of the role of these workers by handling each tool and identifying what the worker would do with the tool and by performing a simple task with the tool. Evaluation will be by teacher observation and comments of the student.

5. Activity (K-3) BOOM CHEST

a. Description: This is a manipulative activity whereby the student handles the tools used by office worker and performs a simple task with the tool. The student identifies the tool used by the worker.

b. Directions:
1. Have the tools numbered to correspond with the task.
2. Let student handle the tool and use it in the simple task written for that tool.
3. Lead students in discussions of the workers in these occupations.

6. Materials Needed:
1. Tools in a chest
2. Tasks for the students

CLUSTER: BUSINESS AND OFFICE: Overall

1. Career Education Goals: Career Awareness: Identify abilities and tasks of workers in business and office occupations.
Educational Awareness: To perceive the relationship between what they learn in school and that used by people who work in an office.

2. Prior Experiences: Activities on machines, orientation to the business and office occupations.

3. State Accreditation Standard: 9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective: Given the activities in office occupations, the students will become aware of the tasks performed and abilities needed by these workers, will become aware of the relationship between their experiences in school and that in these roles as shown by their performance.

5. Activity (4-6 Grades)

a. Description: These activities make up a "Business and Office Day." One class does this, while other classes come through and observe what they are doing.

b. Procedure:

1. Display machines (10 key, calculator, typewriter, telephone, cash register, etc.)
2. Display "BOOM" chest--hand tools and supplies found in typical office.
3. Make a bulletin board depicting office workers, pictures of offices, copies of activities done previously.
4. Have students rotate using and demonstrating the machines with their title, explaining the use and operation.
5. Make life-size figures.
    a. Children trace each other on poster paper, make duplicate for the back view.
    b. Staple the two pieces together.
    c. Stuff the two pieces for the shape.
    d. Decorate the figure with buttons, paint, clothes for the workers.
    e. Place the figures around the table for Board of Directors, place some in places with a title, brief description.
6. Tape record tour guides to be used for visitors.
7. Select students for guides to tell them what is being done.
8. Have a secretary at front desk to greet people.

6. Materials Needed:

1. Poster paper
2. Office machines
3. Activity copies
4. Boom chest of tools

CLUSTER: BUSINESS AND OFFICE: Overall

1. Career Education Goals: Career Awareness: Identify abilities required for these occupations. Skill Awareness: Demonstrate how these workers accomplish their jobs.

2. Prior Experiences Needed: None

3. State Accreditation Standard: 9.7414 Social Studies--Elementary (2)(f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective: Given a field trip to the school office, the student will be able to identify abilities and skills needed by the workers by observing them at their work, by discussing their jobs with them, and by discussion in the classroom. Evaluation will be made through responses made by students.

5. Activity (Grades--all)

a. Description: This can be done in small groups with students reporting to class or as a full class depending upon the size of the office. Let selected students interview particular people and tape the responses to play back to the class later. Students might be allowed to do one of the tasks of the worker. Let them tape the sounds and take slides for discussion later.

b. Directions:

1. Arrange for the trip to the school office with the personnel.
2. Arrange for the interviews and tasks to be done by the students.
3. Discuss, before the trip, what the student should be alert to look for, how to take the picture, how to interview, and any other aspects of the trip.
4. Students should observe, listen, and participate in any activity assigned to them.

6. Materials Needed:

1. Camera
2. Tape recorder
3. Tapes
4. Discussion sheets for responses

CLUSTER: BUSINESS AND OFFICE: Business Organization

1. Career Education Goals: Career Awareness: Identify abilities and tasks of office workers. Economic Awareness: Production, distribution, and the law of supply and demand.

2. Prior Experiences Needed: Orientation to organization of businesses, stock market, and machines.

3. State Accreditation Standard:

9.7414 Social Studies--Elementary (2)(e)2. The students show how the American market economy helps solve problems for buyers and sellers and provides services for all.

4. Behavioral Objective:

Given the activity to organize, produce, and market goods, the student will become aware of the tasks performed by people in this field, will develop an understanding of producing, distributing, and marketing goods. Evaluation will be by teacher observation of performance.

5. Activity (Grades 4-6)

a. Description:

This will involve students issuing stock for the organization of the company, taking orders, producing the goods, distributing, and selling and collecting the money. Also, some students will keep the books for the enterprise. Dividends will be issued at the end of the exercise.

b. Procedure:

1. Have a certificate of stock to make copies to issue at a price (determine price).
2. Keep a record of stock issuance.
3. Select Board of Directors.
4. Select employees for production work, salesmen, clerical workers, cashier.
5. Produce goods.
6. Have students sell goods, use sales book to write up sales.
7. Have clerical students keep records of purchases, inventory, cash receipts, deposit slips.
8. Issue dividends after activity has been completed.

6. Materials Needed:

1. Certificate of stock for making copies
2. Sales slips
3. Materials for making the goods
4. Inventory cards
5. Record books

H-1b/4-12-73

PINELLAS COUNTY CAREER EDUCATION PROJECT
UNIT AND RESOURCE VALIDATION CHECKLIST

Name of Unit or Resource________________________________

Date______________________ School______________________

PART I - TO BE COMPLETED BY THE CAREER EDUCATION OFFICE.
PART II - TO BE COMPLETED BY THE PERSON USING THE UNIT OR RESOURCE.

Definition of Teaching Unit: Two or more learning activities related to a common goal and/or set of performance objectives, which may or may not include the corresponding test or evaluation device.

PART I:

1. Indicate if this is an independent resource unrelated to any particular unit, by circling the appropriate media:

Kit
Tape
Film Strip
Film Loop
Slide
Transparency
Recording
Other__________________
CAB Activity
Role Model
Book

2. The unit or resource is in the area of:

CLUSTER

___Agri-Business and Natural Resources
___Business and Office
___Communication and Media
___Construction
___Consumer and Homemaking
___Environment
___Fine Arts and Humanities
___Health
___Hospitality and Recreation
___Manufacturing
___Marine Science
___Marketing and Distribution
___Personal Services
___Public Service
___Transportation

DISCIPLINE

___Mathematics
___Social Studies
___Science
___Language Arts
___Music
___Art
___Physical Education
___Foreign Languages
___Health
___Vocational Subjects

CAREER EDUCATION ELEMENT

___Educational Awareness
___Career Awareness
___Self Awareness of Occupational Self-Concept
___Attitudes and Appreciations
___Decision-Making Skills
___Employability Skills
___Basic Employment Skills
___Economic Awareness

3. **State Accreditation Standard:** 9.7414 Social Studies--Elementary (2)(e)2. The students show how the American market economy helps solve problems for buyers and sellers and provides services for all.

4. **Behavioral Objective:** Given the activity to organize, produce, and market goods, the student will become aware of the tasks performed by people in this field, will develop an understanding of producing, distributing, and marketing goods. Evaluation will be by teacher observation of performance.

5. **Activity (Grades 4-6)**

   a. **Description:** This will involve students issuing stock for the organization of the company, taking orders, producing the goods, distributing, and selling and collecting the money. Also, some students will keep the books for the enterprise. Dividends will be issued at the end of the exercise.

   b. **Procedure:**

   1. Have a certificate of stock to make copies to issue at a price (determine price).
   2. Keep a record of stock issuance.
   3. Select Board of Directors.
   4. Select employees for production work, salesmen, clerical workers, cashier.
   5. Produce goods.
   6. Have students sell goods, use sales book to write up sales.
   7. Have clerical students keep records of purchases, inventory, cash receipts, deposit slips.
   8. Issue dividends after activity has been completed.

6. **Materials Needed:**

   1. Certificate of stock for making copies
   2. Sales slips
   3. Materials for making the goods
   4. Inventory cards
   5. Record books

H-1b/4-12-73

PINELLAS COUNTY CAREER EDUCATION PROJECT
UNIT AND RESOURCE VALIDATION CHECKLIST

Name of Unit or Resource ______________________________

Date ____________________ School ____________________

PART I - TO BE COMPLETED BY THE CAREER EDUCATION OFFICE.
PART II - TO BE COMPLETED BY THE PERSON USING THE UNIT OR RESOURCE.

Definition of Teaching Unit: Two or more learning activities related to a common goal and/or set of performance objectives, which may or may not include the corresponding test or evaluation device.

PART I:

1. Indicate if this is an independent resource unrelated to any particular unit, by circling the appropriate media:

Kit	Slide	CAB Activity
Tape	Transparency	Role Model
Film Strip	Recording	Book
Film Loop	Other ____________	

2. The unit or resource is in the area of:

CLUSTER

___Agri-Business and Natural Resources
___Business and Office
___Communication and Media
___Construction
___Consumer and Homemaking
___Environment
___Fine Arts and Humanities
___Health
___Hospitality and Recreation
___Manufacturing
___Marine Science
___Marketing and Distribution
___Personal Services
___Public Service
___Transportation

DISCIPLINE

___Mathematics
___Social Studies
___Science
___Language Arts
___Music
___Art
___Physical Education
___Foreign Languages
___Health
___Vocational Subjects

CAREER EDUCATION ELEMENT

___Educational Awareness
___Career Awareness
___Self Awareness of Occupational Self-Concept
___Attitudes and Appreciations
___Decision-Making Skills
___Employability Skills
___Basic Employment Skills
___Economic Awareness

3. Are Guidance activities included? Yes___ No___

4. Is there the demand for the unit reflected in local jobs or current work-experience programs? Yes___ No___

5. This is a unit or resource for:

____Orientation to some aspect of Career Education

____In-Depth study

____Group study

____Independent study

6. The specified duration of the unit is ____ hours.

PART II

1. The time required by you to effectively teach the unit was ____ hours.

2. How many hours of preparation are required to use the unit? ________

3. What kind of special training does the teacher require before teaching the unit?____

____

4. Specify any special classroom facilities or equipment required. ______

____

5. How easily were the resources (listed in the unit) acquired?

____More than 75% were easily acquired.

____Between 50 and 75% were easily acquired.

____Between 25 and 50% were easily acquired.

____Less than 25%.

6. Are there any restrictions to using the unit as is? ________________

____

7. Approximately what % of the unit's content did you use?

____More than 75%

____Between 50 and 75%

____Between 25 and 50%

____Less than 25%

8. Do the activities relate to the objectives, and do the test items relate to the objectives? ____Yes ____No

If no, please explain. ____

____

9. Approximately what percent of your students showed good interest in the unit? ________. Comments:____________________________

____

____

10. Approximately what percent of your students by grade level achieved 70% of the objectives?

____Percent at ____ Grade level

____Percent at ____ Grade level

____Percent at ____ Grade level

Total number of students. __________

11. If the students were involved in a 'hands-on' activity, please describe.

____

____

12. If the students produced a 'marketable product or service' please describe.

____

____

13. Would you recommend this unit to another staff member? Please comment.

____

____

____

____

____

APPENDIX L

CAREER EDUCATION RESOLUTION

APPENDIX L

CAREER EDUCATION RESOLUTION

CAREER EDUCATION RESOLUTION

WHEREAS, the mission of the School Board of Pinellas County is to provide educational leadership in support of programs through which students will have the opportunity for development commensurate with their individual potential and the needs of society and the community

WHEREAS, despite expansions in programs, services and appropriations, many students leave school without adequate educational attainment, salable skills or career objectives

WHEREAS, this board recognizes the need for educational reforms

THEREFORE, BE IT RESOLVED, that the School Board of Pinellas County affirms a commitment to the concepts embodied in Career Education

BE IT FURTHER RESOLVED, that the School Board of Pinellas County give high priority to the implementation of needed changes in the total focus of education from kindergarten through post-secondary level by support of:

1. The Florida 1972-1973 Career Education project for the development of a State Model by the Pinellas County School System

2. Programs at the elementary, secondary, post-secondary and continuing education levels designed to provide opportunities for:

    a. Increased student self-awareness of their abilities and skills in the perspective of work values and job options.

    b. Career exposure, motivation, orientation and meaningful exploratory experiences to assist students in formulating realistic occupational goals, and to enable them to better relate to the need and purpose of general/academic studies.

    c. Job preparation and retraining in a wide variety of occupational areas geared to current and projected manpower needs and job performance requirements.

    d. Student placement in either a job or an advanced level occupational training or baccalaureate program.

   e. Joint participation by business, industry and the school system in planning and appraisal of operations.

3. Expanded guidance and counseling services to provide primary focus on occupational information and activities at all levels of the County educational structure.

4. County staff development activities designed to assist teachers, supervisors, administrators, counselors and others in developing a comprehensive articulated Career Education program.

5. Development of curricular materials and preparation of instructional aids for Education for Careers and the training of staff personnel in the effective use of such materials.

Unanimously Approved
4-12-72